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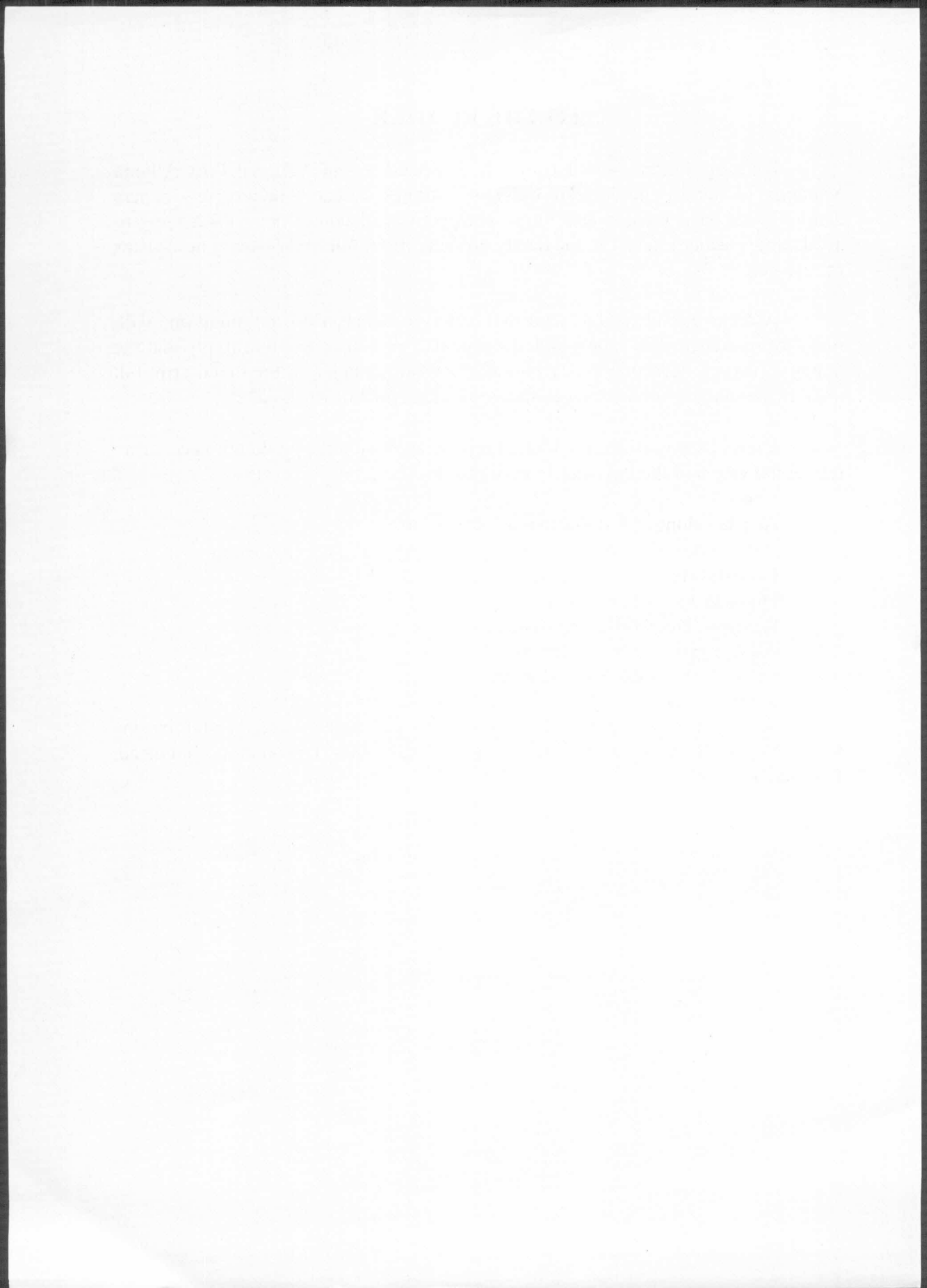
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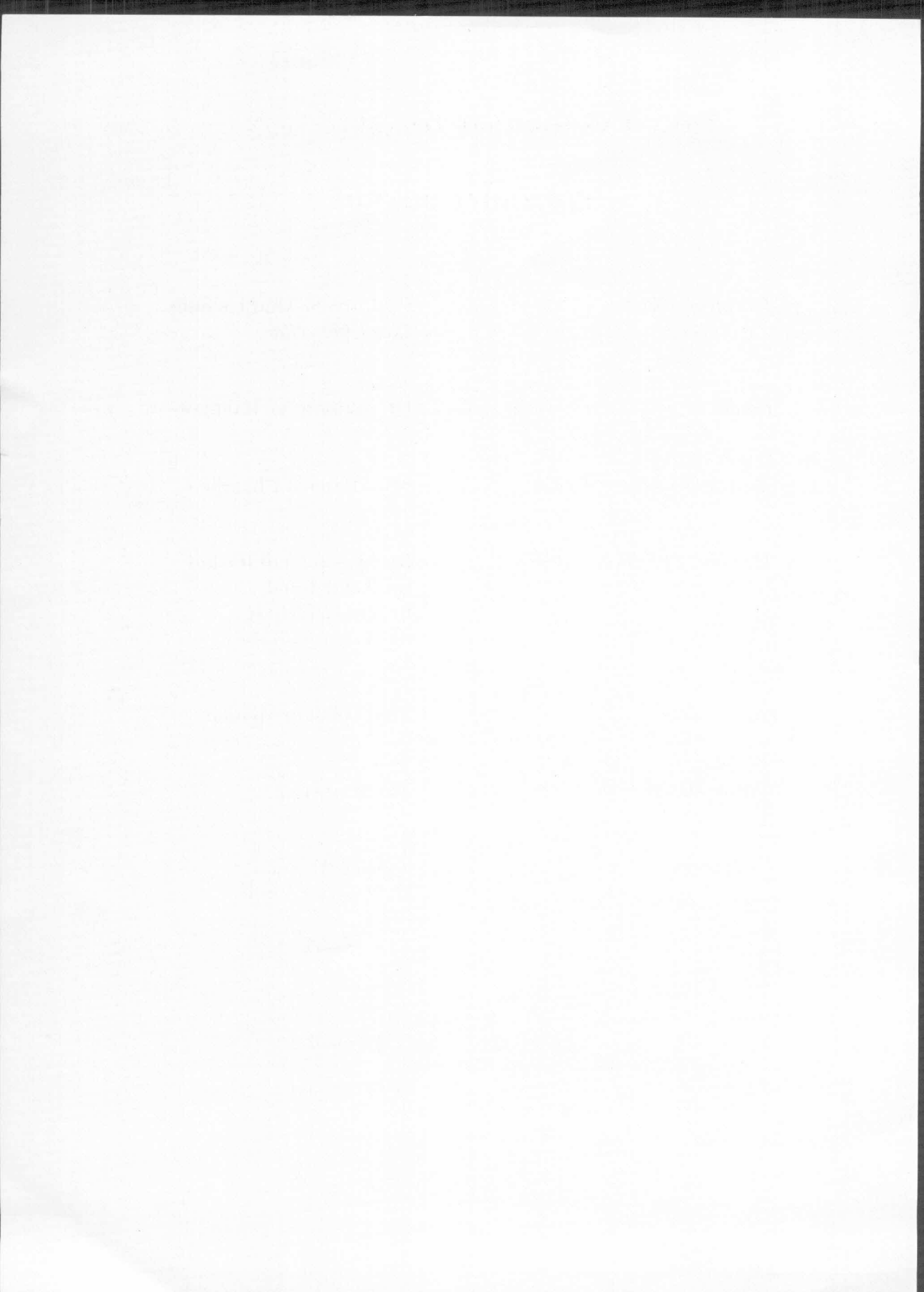
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EDITORIAL

SCIENCE OUR OWN HERITAGE

Almighty God has said in His Book:
"We have given the whole elements,
Which exist in heavens, on earth,
Under supreme command of thee!"
Thus, the Science is not unknown,
To all the Muslims of this world!
It's indeed an old heritage,
Which they got from shining past.
It as such requires their devotion,
Deep and diverse, wide and vigorous!

(2)

If we go through Muslim history,
We may find a number of Scientists,
Who had adorned this wide globe,
With their lofty discoveries.
Even they taught people of the world
How to locate hidden minerals,
How to know the secret of stars,
How to capture rays of the sun,
How to count the ocean waves,
How to cure the dying man!
Now come to see oh people of the world,
Those nobles of all ages,
The Scientists of high images,
Who're indeed the lofty Pharoses!

(3)

Look, he is Al-Khwarizmi,
The greatest Scientist of all times,
Who had enriched branches of knowledge,
And contributed a lot in Math ,
Even in the field of Astronomy!
Who laid foundation of Geographical Science.
This versatile genius is known
As the founder of Algebra,
And was the first exponent of ZERO!



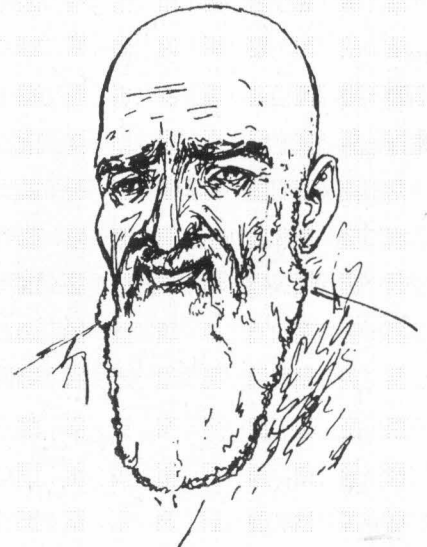
(4)

Meet the man, Jabir bin Hayyan,
Who made greatest contribution to Chemistry,
Being a famous Alchemist of age,
He had experimented knowledge of facts;
He was credited to have composed
More than hundred chemical works,
Metals like lead and tin and iron
He transformed them all into gold!



(5)

There's Al-Kindi, the greatest mind
Born in world since creation of universe;
Who had influenced a number of thinkers,
Belonging to both, East and West!
Most dominating figure he was
In the realm of mediaeval Science.
Known as great scholar in Physics,
Hundreds of his works are mainly based
On scientific subjects just like these:
Meteorology, Optics, Reflection of Light!
Kindi was the first to discover,
Blue colour of remoted sky
Being mixture of darkness and
Light of atoms of the dust!



(6)

Now come to see Zakariya Razi,
Great Physician of Muslim world,
He was even a Chemist and Physicist,
Author of hundred books on medicine,
He was the first to deal with diseases
Small pox, measles, stone in kidney.
His monograph on "*Diseases in Children*"
Earned him the title "*Father of Paediatrics!*"



(7)

It was Ibn Sina Prince of Learning,
An important universal encyclopaedist,
Specialist in colic a painful disease,
Authored books on Zoology and Botany.
Known as father of science of Geology!
About earthquake gave scientific cause,
His *Qanoon-i-Tib* is called masterpiece,
Dealing with seven hundred sixty drugs,
And treats chronic ailments,
While prescribing method of treatments!
Indeed Avicenna was among giants
Whose portrait adorns great Hall
Of the 'versity of Peris!



(8)

Look, he is Hasan Ibn Haitham,
Known in the West as Alhazan,
Highest authority in field of Optics!
Master in Math., Medicine, Physics,
Author of numerous scientific works
All rendered into Western languages!



(9)

Indeed the greatest Muslim Scientists,
Had enriched branches of knowledge,
Thus occupy an outstanding place,
In this world from East to West!
Why shouldn't we proud of them,
Who had illuminated the darkest vallies,
With discoveries of high qualities!
Bound we are to follow them all,
Make contributions in Science ----- much tall!
So as to turn this darkened earth,
Into a place of peace and mirth!
Where the people may live wishfully,
And pass their moment charmingly,
They don't be treated harmfully,
Compelled not to breathe quamisly!

Dr. Mahmudur Rahman
Editor

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DEMOCRATIC LEADERSHIP IN EDUCATION: A PARADIGM DEFINED

By
Dr. Uzma Quraishi*

ABSTRACT

This paper pertains to views and perceptions of one of the key character in a school: Headteachers regarding democratic education. It proceeds to state their definitions or descriptions so as to understand different perceptions as related to practices in the given environment of the various settings. The key theme "democratic education" was revealed to all respondents so that they could review and openly discuss their own perceptions of this notion in the context of educational practice in Pakistan.

Despite the situation of conflict and unrest in many parts of the world there are also efforts to promote and sustain democratic values and peace. Democratic, peace and conflict resolution education has become an important focus throughout the globe to provide a platform for promoting peace in the society. This is attributed to many factors, however, by and large, it may be argued, is due to the fact that when education used to its fullest potential to improve the quality of life produces desired outcomes. The history of formal system in many developed nations reveal that education, when put to a better defined role, can improve social, cultural, economic and political life of nations.

Recently much of the developing parts of the world have been exploring the 'winning formula' for their cultural, political, economic and technological development. One paradigm that has been given necessary attention is "Democratic Education", wherein addition to democratic values, justice and ethical environment an understanding of democratic system is also inculcated.

Democratic Education is the most thought of and talked about concept in elite forums of education and academia of the world. As a researcher, I was enthused by the philosophy and concept, therefore, followed it up in the context of Pakistan.

THE STUDY

This research was conducted through intensive and direct dialogues with headteachers as one of the main characters. Their thoughts and actions represent the position on the ground and perceptions in the unadulterated form. As the research was carried out in the context of Pakistan, it was developed into a comparison between beliefs and practices. Moreover, four schools were selected

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from a cross-section of social backgrounds and pseudonyms were given according to their structural and social set up (see Table: 1).

This was a qualitative research involving individual interviews conducted with eleven headteachers/principals from randomly selected schools located in urban, rural and small town settings and represented a variety of cultural, political, social and economic settings.

The views of teachers and students have also been taken into account, which were collected through open-ended discussions regarding their experiences and opinions as how to improve current educational practice in Pakistan with special reference to democratization of education.

Although interviews are an essence of qualitative research (Bell, 2000, Cohen Manion and Morrison, 2001). However, employing only this method is somewhat limited (Gay, 1996). Therefore, ethnographic techniques such as observation and discussions were also employed by this study (Hammersley and Atkinson, 1993). This not only allowed better understanding of the prevalent discourses, but also facilitated intervention to initiate change in the practice (Bell, 2000). An important characteristic of this study was that it was spread over a long period of time divided into three phases of intervention. Phase one involved investigating the prevalent practices and discourses. It was the diagnostic stage where perceptions and opinions of the practitioners were explored.

Table 1
Individual Interviews with Head teacher/principals

| Primary and secondary schools (pseudonyms) | No of Head teachers for individual interviews | | |
|---|--|----------|-----------|
| | Male | Female | Total |
| Elite-boys School Primary and Secondary (combined), semi-government, big city. | 2 | 1 | 3 |
| Elite-boys School (Primary and Secondary), private big city | 1 | – | 1 |
| The Regiment Girls School, semi-government big city. | – | 2 | 2 |
| Sargo-mixed School, (Mixed and combined), government, small city. | 2 | 1 | 3 |
| Sargo-girls School, (primary), rural. | 1 | 1 | 2 |
| Total | 6 | 5 | 11 |

Phase II consisted of sharing the preliminary analysis with the participants/respondents. This was to maintain transparency and democratic treatment of the collected data. Phase III involved follow up of the intervention conducted.

Triangulation was used for data analysis for this study. The data were triangulated in three ways, using (a) multiple sources, (b) multiple methods and (c) multiple settings. The data were distributed, classified and accumulated under emergent patterns and themes using research questions, as a guideline to conduct the initial classification.

SCHOOLS AS A FOCUS

The main focus of the study was schools. I tend to concur with the notion that schools are the main social institution/organization with the potential to promote democratic values (Chinara, 1997; Harber and Davis, 1998; Elgstrom and Hyden, 2002). It is, therefore, important to investigate what kinds of discourses exist among the administrative and academic practitioners in schools. Moreover, schools are the nucleus of young people's lives. The values and experiences during years in school have long-term influences on young minds. This affects social political and economic lives of people/individuals/societies, thus this study gives it due attention.

One reason that democratic education has received cursory attention in many of the schools in developing countries is difficulty in disentangling traditional and modern structures and practices in education (Harber and Davies, 1998; Koliba, 2000). Furthermore, the macro political cultures in most of the developing countries, do not encourage studies that pose challenge to the status quo. Nevertheless, currently there appears to be a shift in the educational research and discourse that suggests that there is a room for democracy and improved educational experience in schools (Davies, 1999). I tend to agree with Davies (1999) when she emphasizes that in order to have a more equitable and democratic global society, we need to have both global and local (school) goals that focus on democracy and human rights.

RATIONALE: DEMOCRATIC EDUCATION

Before presenting the final findings it is important here to state one's conceptualization of the phenomenon and how it was understood by this particular study as democracy is a value loaded concept. The *Democratic Education* is a system, which demands an equal and full participation of all members in a School. This is a system where power is equally shared and decision-making processes involve all members of the School, parents and community to achieve a common goal; to facilitate the process of acquiring social, political/democratic and academic potential through democratic means and procedures.

Social potential refers to the skills of appropriate communication and interaction between different members of the society, based on the concept of mutual respect in a given social context that is beneficial to all people involved in the interaction. The political/democratic potential refer to ability of individuals and societies to resolve conflicts through a participative and peaceful manner based on the principles of social justice i.e. fairness, equity, equality and propriety.

Academic potential refers to knowledge, information, awareness, understanding and critical thinking, problem solving ability and articulation.

In order to expand the concept of *Democratic Education* further, this research subscribed to Davies' (1995) interpretation of principles of good governance as enunciated by ODA (Overseas Development Administration, UK) for the developing countries, in the context of schools, namely legitimacy, Human rights, Accountability and Administrative Competence. She refers to these as indicators of democracy in schools. Where **Legitimacy** translates as having lawful and elected or agreed position of authority. That is lawful appointment of headteachers, teachers and other staff. It is also fair and agreed methods of classroom and school management.

Human rights refer to the lawful and humane interactions between pupils, headteachers and teachers in the school. It demands fairness and justice, regardless of the class position, status or gender of individuals. It also refers to the transparent and inclusive form of management, where all individuals, headteachers, teachers, pupils, parents and the community having equal rights to independent opinion and channels of communication to voice those opinions. This refers to informed and transparent governance, equal access to the resources available and equal opportunity to the positions of power.

This research interprets **administrative competence** as the ability of individuals selected or ideally elected to the positions of authority to involve other individuals in the decision-making processes and provide an environment that ensures democratic, academic/ professional and personal development of all individuals in a school. That is, headteacher's competence to involve staff and pupils in the decision-making processes with regard to the curriculum and other matters related to the school management. It is also his/her ability to provide staff with an opportunity to develop professionally by encouraging research and discussion in the school. In classroom context, it refers to teachers' ability to involve pupils in, day to day, decision-making processes within a classroom.

Accountability may be defined by this study as an obligatory position of being subject to give account of one's actions. Accountability thus comprised of reporting, "*description, explanation, justifying analysis, or some form of exposition*" (Wagner, 1989, p.8) with regard to a particular action taken. Within a school context it is about headteachers being accountable to the community, parents, pupils and teachers and vice versa (Koliba, 2000). That is, the management, organization, pedagogy and curriculum is reviewed and developed through a democratic process and national goals for education are clear and transparent. Within a classroom it translates as teachers being envisaged accountable to pupils and vice versa. This is also pupils being accountable to themselves and each other, that is, self monitoring and cooperative learning, where teachers take up the role of fixers and facilitators rather than instructors (Meighan and Siraj-Blacthford, 1998).

KEY RESEARCH QUESTIONS

The main research questions derived from the research rationale are as follows:

What are the structures of power and decision-making with respect to democratic education schools in Pakistan?

What is seen as democratic education by the main actors in schools? How inclusive are the decision-making processes in schools? How are power and authority mediated among the main actors in the educational system, that is teachers, pupils, school administration, parents/the community, public representatives and Ministry officials? Are some groups excluded? What is the basis of such exclusion? Who is involved and why? Are power relations gender and/or class based? What channels does the Ministry of Education evolve for different groups to voice their opinions and views? How open is it to opposition by any group or member, i.e. who is accountable to whom? What are the underlying rules that govern the organization, management, curriculum and pedagogy in schools? Do these rules reflect the notion of human rights according to the United Nation's Declaration of Human Rights, 1948, and the Convention on the Rights of the Child, 1989? How open are the schools to contributions made by different members of the school.

FINDINGS

Eleven headteachers were interviewed for this research from the four categories of selected schools (see Table 1) belonging to different social settings, teachers and pupils. The participants were told about the main theme of the research, however, its definitions and interpretation was left to them to spell out.

The results have been presented under the main framework of democratic education namely, **Legitimacy, Human Rights, Administrative Competence, and Accountability** (discussed earlier). First the headteachers views concerning democratic education have been so as to understand how the phenomenon is perceived by the practitioners themselves.

HEADTEACHERS' PERCEPTIONS OF DEMOCRATIC EDUCATION

The headteachers from all the selected schools gave a diverse understanding of democratic education. Although when asked for examples from their practice in order to explain their rationale they gave examples that indicated some aspects of democratic practice existing.

Elite-boys School Primary and Secondary (combined), semi-government, big city · *Elite-boys School (Primary and Secondary), private big city*

The striking feature of elite schools was their ruling class discourse where education was seen as creating leaders and rulers rather than responsible citizens. However, a broad understanding of democratic processes was there. The Headteachers of Elite-boys perceived democracy in school as providing pupils with an environment which builds in them strong character and leadership qualities:

"Our aim here in the school is to educate young men who are intellectually, emotionally and technically prepared to meet the challenges of 21st century. We have to make them competent and orthy leaders who will be able to compete at all levels, in politics, sports and arts, hence in every field of life" (Headteacher 1, Elite-boys, Research Interview).

When the writer asked about the steps or measures taken to ensure the achievement of stated objectives in the school. One Headteacher said:

"We have a student council in the school, which meets every alternate month to discus matters related to their studies. We do not discuss curriculum because, there is not much that school could do about it. Our boys sit for International examinations. We have to, therefore, cover the course, so we compensate that by having regular declamations and debates on range of topics in order to provide our boys with the opportunity to express and develop confidence. Secondly, we give due emphasis on sports.

Our boys have been able to get a few trophies into the school”
(Headteacher 2, Elite-boys, Research interview).

Headteachers described different trophies and awards pupils had won in different national and international competitions. Which was confirmed by the teachers and pupils interviewed from the schools. The rhetoric of schools being the training places for future leaders was quite apparent and strong in private elite all boys school, indicting a elitist culture

LEGITIMACY AND HUMAN RIGHTS

As mentioned earlier one of the objective of the research was also to see how the notion of legitimacy and human rights was knitted into the educational practice in Pakistan. The headteachers of elite schools appeared too receptive to the idea of open culture of human rights and legitimacy. However, their practice had gaps in terms of putting concrete mechanisms in this regard, for instance having a functional student council and open selection of teaching staff appeared to have logistic and administrative ‘problems’.

One of the headteachers said that he might consider an experimental council for primary level in future, at the moment he was trying to cut down workload of pupils by reducing the syllabi and number of tests. The writer asked him if the staff was involved in the process he said only headmistress and some subject teachers were involved. This indicated that the decisions were mainly made at the top without involving important partners in education: teachers.

This writer also asked about the punishments and school rules. There were strict rules regarding corporal punishment. All school strictly prohibited corporal punishment. Although there was traditional parental discourse regarding the disciplining young children, however, traditional practice using physical punishment was condemned. AS one of the headteachers said *“I have told all teachers that if you beat any boy you would have beaten my own son. So they know that they cannot touch any student. I have given free access to my students to report any violation in this regard. In Fact some of rules and regulation are agreed among the students and the school”*(Headteacher 2). It is evident from this conversation that the headteacher gives importance to pupils only. This was confirmed by the pupils of the school. What was contradictory about his view was the fact, he implied that all the pupils of that school had a say and could advise schools on important issues concerning them. Whereas pupils interviewed for the study said that they were not informed let alone consulted about the rules and regulations of the school. Moreover, the status of teachers does not appear to have a respect and equal place in the school, for instance where the headteacher

appeared to care for the pupils and informed them about their rights. The manner in which he had informed pupils showed that he referred to teachers not as colleagues but as subordinates and allowed a lower status to teachers in that school. The pupils and headteacher, who represented elite class, had higher status - something teachers from that school, very strongly, complained about. However, during the phase two exactly one year after when new interviews were conducted, the teachers changed their statements and complaints to some extent and described the headteacher improving his way of administration. This could be seen, as an encouraging sign however trivial it might have seemed.

Moreover, the appointments of key positions were although through proper procedures of advertisement and selection, however, teachers did highlight the fact that appointments of the majority of the elite schools is through influence. This indicates that more effort and care is needed to make such procedures transparent and equitable.

ACCOUNTABILITY AND ADMINISTRATIVE COMPETENCE

An important aspect of administrative competence is headteacher's competence to involve staff and pupils in the decision-making processes with regard to the curriculum and other matters related to the school management. Moreover, this is also his/her ability to provide staff with an opportunity to develop professionally. There was contradictory evidence regarding this aspect in the selected elite schools. On one side there was elitist culture where teachers had lower status as compared to the pupils and headteacher and had to conform to the decisions taken at the top on the other hand there was were a lot opportunity to develop professionally in terms of in-service training, foreign exposure and better pay scale and fringe benefits. Teachers overall had access and cordial relationship with the headteachers. This indicates that there is a lack of proper understanding of democratic values and processes. Where those in authority out of their character practice democracy, however, in terms of having proper concrete mechanism which could ensure that democracy is deeply rooted in the practice was not there. This can create a gap in ensuring appropriate accountability. Thus, Accountability within a school as headteachers being accountable to the community, parents, pupils and teachers and vice versa could not be practiced effectively.

HEADTEACHERS REFLECTIONS ON THE ANALYSIS

During the second phase of the study the results analysis was discussed with the headteachers. They commented that old structures do not allow administration participate 'actively' in the decision making processes. However, needs and requirements are kept in mind whiles taking and implementing different decisions. Moreover, not having not formal structures/mechanism in schools does

not mean that democracy is not practiced or understood by the practitioners. The same way having structures or procedures does not ensure that democracy is practiced.

This study tends to support part of the comments made by the headteachers that in order to instill democracy in practice in its true spirit, it is important the educational discourses and processes are supported with proper mindset.

THE REGIMENT GIRLS SCHOOL, SEMI-GOVERNMENT (COMBINED) BIG CITY: HEADTEACHERS PERSPECTIVES ON DEMOCRATIC EDUCATION

The second category of schools selected for the study was semi government schools run by different semi government organizations. These schools mainly cater for the middle and sometimes upper middle classes. The prominent feature in these schools was the well-ordered and disciplined atmosphere, which reflected the class they were catering for. The 'moral' and 'honorable' training of young ladies was the main focus of the schools. As one of headteachers said:

"For me democratic education is to encourage students to develop their natural talents and abilities. This school therefore has a wide range of co-curricular activities, such as we have hobbies wing which encourages girls to bring their hobbies to school and share their interests with their peers. This way we hope to develop a subculture of mutual co-operation and sharing. We also have a debating society and I think it is the hallmark of our school. We have won a trophy last year beating twelve schools (Headteacher 2, Regiment-girls, Research interview).

Other headteachers gave similar views and emphasized training of young girls should be disciplined and appropriate as they have to face challenging life in a male dominated society. Issues concerning, what is morality and what is not was also strongly apparent in the discourses concerning democracy.

LEGITIMACY AND HUMAN RIGHTS

Legitimacy is also about legitimate procedures of appointing different positions in the schools, such as headteachers/principals, teachers and staff. In all of the selected schools the appointments of teachers and headteachers were through open advertisement and merit. However, many teachers during informal discussions showed their concern about the top positions of principals and headteachers. In the light of what was highlighted by the teachers in the case of

elite schools and similar views of the teachers from regiment-girls school it may derived that perhaps there is this general culture of doubt and skepticism. This therefore, necessitates that more open and transparent procedures need to be developed. An important finding about regiment-girls was the fact there was zero tolerance for corporal punishment. One of the Headteachers said:

There is no physical punishment because, we don't believe in negative reinforcements. And again I would emphasize that teachers have been strictly forbidden, not to be physical with the children. Even if like them they are not supposed to touch them and even if they don't like them they are not supposed to thrash them. It is strictly forbidden. Even at times I go so far as to tell the teachers that please stay at least three feet away from them when you talk to them" (Headteacher 1, Regiment-girls, Research interview).

She explained, "She tries to have direct contact with pupils and therefore does not believe in student council, which has advisory status with regard to curriculum and management issues". She said, "It makes things too complicated and formal which I don't like. My daughter has graduated from this school last year.

It is important to clarify here that in Regiment-girls there was a student council where pupils discussed school facilities and class captains were selected to conduct duties given by the teachers within classrooms. Here when the headteacher referred to student council she was referring to a student council which was advisory in status and which operated or participated actively in the management of the school.

ACCOUNTABILITY AND ADMINISTRATIVE COMPETENCE

In terms of administration and administrative mechanism the schools were highly hierarchical and bureaucratic in nature and structure. Procedures and rules and regulations were strict. However, the principals stressed the fact that we have proper protocol for seniors and subordinates, but we not have a bureaucracy that gate keeps or hinders initiatives and/or access.

HEADTEACHERS REFLECTIONS ON THE ANALYSIS

The headteachers of Regiment-girls discussed the analysis in detail. The headteacher of Regiment-girls while commenting on the hierarchical structures of the school and pupil participation, said:

"Your (the researcher) analysis regarding the hierarchical structures is correct. We do have hierarchy, but this is for the

practical purposes. Someone has to be responsible or in your terms accountable for whatever goes on in the school, otherwise there will be chaos everywhere. No one would know where to go? What to do? I agree with you on the point that teachers should be included in the management. I am in fact a bit disappointed to know that some teachers feel alienated in their own school. I am 100 percent sure that teachers in our school don't feel that way because we work here as a team. I am not saying that we, especially myself, don't make mistakes. We are after all human beings and therefore can be wrong. But as far as our commitment towards pupils goes we try to give 200 percent of our abilities and skills" (Headteacher 2, Regiment-girls, discussion).

The headteacher went on to give different examples of different steps that the school was taking to improve the school. Which included parent teacher committee, which had advisory powers. Although she herself was not too happy about the way parents had greater say in what the school was doing. I will revert to her view later.

I also asked her about trusting pupils with their own learning and involving them in the curriculum development and day-to-day management of the school. She said:

"Pupils come to school to learn about different subjects, which they need to develop different skills let those be academic or social. Now school's job is to provide them with the facilities and skilful staff that is competent enough to enable them to develop those skills. Pupils are, therefore, involved in the aspects which would give them opportunity to learn and develop those skills without distracting them from their studies, which is their main objective to be able to read, write and understand. You have referred to rote learning. It is not clear which school it is but this certainly does not happen in our school. This is what we used to have in this country not any more; not in good schools anyway". (Headteacher 2, Regiment-girls, discussion, 1997).

When she was explained that this finding was more significant in one of selected schools, but, nonetheless still existed in some schools, she insisted that she had reservations with regard to this finding. This scribe gave her example to rote learning multiplication tables in mathematics in Regiment-girls. She was not obviously pleased with the example and defended this practice by saying that,

pupils were also explained other ways of finding out multiplication, memorizing tables was an exercise to compliment their other mathematical skills. She however did not give any clear answer regarding the pupils participation in the management. Her main argument against giving more advisory powers to pupils, in order to include them in the management, was, this would only distract them from their studies and they would leave schools being very political at times democratic, but knowing very little to do in their practical fields. Therefore, in her view pupils should have limited powers, they should be respected and the rights of pupils as individuals should be protected in the school. The writer discussed with her the notion that it was one of the rights of pupils to have say in their learning by taking active part in the decisions regarding curriculum (Carl Rogers, 1974). She insisted that in theory the idea sounds very attractive, but in reality it is not effective. Because in her view pupils, especially at the primary level ages 7-9 would not possibly know what sort of curriculum was useful to them and this practice would inevitably distract them from studies and avoid learning subjects which they would perceive as difficult, such as mathematics.

The views of the headteacher, highlighted one of commonest excuses against democratic education (Wringe, 1984; Koliba, 2000). That is, the pupil participation in the management and curriculum development does not have educational significance or benefit for them. Wringe (1984) argued, "*democracy is to be committed to the view that children have the right to have a say in the management of their schools, irrespective of any contribution this might make to the educational goals of their teacher*" (Wringe, 1984, p.77). Similar view are illustrated by Koliba (2000) emphasizing understanding of democracy in its own right and the positive role it can play in the over all development of the society.

This study subscribes to the view and suggests that democracy should be participatory rules and regulations must be evolved and updated in consultation with the pupils/teachers/parents and community in order to encourage and facilitate positive culture in schools. Equally important aspect of democratic education is democratic ways of maintaining discipline in classroom. In a democratic classroom discipline is maintained through non-violent and non aggressive methods. That is, rules and regulation management and curriculum development.

Another important aspect in the preliminary analysis with regard to this school, especially about the headteacher's perceptions of democratic education was the issue of gender. I discussed with the headteacher the fact that despite being the headteacher of an all girl school and a female herself she did not mention awareness of women's rights as an important aspect of girls' education.

She was taken a back by this comment and responded:

"We realize that women's rights awareness is important aspect of democratic education. We in fact had a school play on women's rights just last month. You are probably referring to formal curriculum and our textbooks. As far as textbooks are concerned we can't do much about it because as I told you last time you came that the curriculum lands on us from the governing body. So we have to cover it, but we try to compensate the shortcomings in the formal curriculum with extra curricular activities, such as school plays and debates" (Headteacher, Female, Regiment-girls, Lahore, Informal discussion).

There are some important aspects of this research highlighted by these views; firstly, it showed the advantage of frank and open approach adopted by this research. The headteacher was enabled to see how different aspects of her management an outsider viewed and thus she could deal with it from a different perspective. Secondly, this research was able to gain access to intervene and discuss different aspects of management and curriculum, regarding democratic education implicitly with the school. Thirdly, it showed that there was willingness to school improvement but suffered due to lack of awareness in this regard. What the headteachers here referred to were the possible difficulties, authoritarian regimes in school face, when democracy intervenes (Wringe, 1984, Harber, 1994; Chinara, 1997; Shah, 1999, Ahmed, 2002;). The teachers and pupil from this school also referred to such difficulties. Another important aspect that was discussed with the headteacher of Regiment-girls was the formation of rules and regulation. Although it is part of the school management and the headteacher showed willingness to improvise school management.

SARGO-MIXED SCHOOL, (MIXED AND COMBINED), GOVERNMENT, SMALL CITY. SARGO-GIRLS SCHOOL, (PRIMARY), RURAL: HEADTEACHERS PERCEPTIONS OF DEMOCRATIC EDUCATION

Schools Sargo mixed and Sargo Girls catered for middle and lower middle in a small city and semi rural setting. One of the findings regarding these schools was lesser hierarchical and bureaucratic structures and openness to school improvement in all aspects.

The headteacher of Sargo-mixed gave similar views with regard to democratic education as the headteacher of Regiment-girls. He said:

"For us, our school pupils are very important, because pupils make the school. They are the school and we have to look after them, because they come here for learning. They must get the package or the school is not fulfilling its aim or goal" (Headteacher 1 Male, Sargo-mixed).

The headteacher of Sargo-girls gave different views regarding democratic education. She said it was a new idea and could be given attention, however, the real issues concerning education in Pakistan is not about creating democracy it is giving basic skills to people to have a better economic condition. This philosophy was also prevalent in the said school as rote-learning and emphasis on textbook, as the only source and recourse, was prominent. The teachers also complained about the coercive atmosphere in the school.

LEGITIMACY AND HUMAN RIGHTS

The headteachers/principal and teachers in the case Sargo mixed were through proper transparent procedures. The teachers and the principal were also on amiable relationship, indicating that much of the aspects of effective implementation of human rights in educational practice have to do with the personal development of practitioners in the field of education.

The headteacher of Sargo-mixed was asked what the package was; he said "*for him a good educational package that a school should provide consists of academic competence, character building and physical well being, that is sports and excursions.*" He also added, "*student council is essential for the democratic education of pupils*". He further added:

We do not have a student council at the moment. The idea is under consideration with the staff. Teachers think that at the moment, it is not a good idea to start a political activity in the school. But, God Willing, I will definitely have a student council here in due course.
(Headteacher, Sargo-mixed, Research Interview)

These are the views which the headteacher gave for the secondary level pupils for primary level, he also, like other headteachers and teachers, believed that at the primary level pupils should not have a student council, but added that he will think about it.

ACCOUNTABILITY AND ADMINISTRATIVE COMPETENCE

In terms of accountability procedures both schools (Sargo-mixed and Sargo-girls) had well defined structures. However, where accountability of the headteachers and teachers for community was concerned the idea was not fully appreciated by the practitioners. The headteacher of the Sargo-mixed said that the community was being served and needs and requirements were taken care of, however, direct involvement of parents in the decision-making processes could be problematic.

He, however, went on to explain further his notions of democratic education and how those were implemented in the school. He said:

We don't have a student council as yet but try to do every thing in consultation with pupils. For instance, last term we had seven academic weeks to cover (prescribed) syllabus, but due to some reasons the school was closed for much of the time and we were left with four weeks to cover the course. So I gathered all the pupils (of year seven) and asked them if they could speed up and finish the course, but they said that it was not possible. The matter was discussed with the concerned teacher and finally we decided to cut the course down, almost by quarter" (Headteacher, Male-Sargo-mixed, Research Interview).

The headteacher quoted a few more incidences where he had consulted with the pupils and staff. His claims were confirmed by the pupils of his school, however, pupils added that although the headteacher was friendly and often asked them if there was any problem in the school. That was only when he thought he was in trouble himself with higher authorities to whom he has to show whatever had been decided as an academic goal of the school, was being achieved within the prescribed time limits. The teachers (generally in the staff-room) commented they were happy the way they were consulted by the headteacher. But teachers said that teacher involvement in the decision-making processes could be improved further by making the role of academic committees and other committees more explicit. That is, transparent and formally structured so that all teachers felt that they had proper, effective and efficient channels of communication to voice their views and suggestions.

They were of the view that the headteacher would be aware of the fact that the school had to have more clear policy regarding involving all teachers in the decision-making processes in the school. This research gives this school credit in respect of democracy in schools, as it does at least have a process, however vague, to include different members of school in decision-making processes. Where in majority of schools, which did not even have basic structures to involve teachers and pupils in the decision-making processes, teachers felt they did not have any channels of communication available to them thus left out the game.

The different observations in selected schools also revealed more of the same. In one of the selected schools, namely Sargo-girls, the teachers and pupils both were subjected to strictly authoritarian regime in the school. As mentioned earlier the headteacher of Sargo-girls, however, had empty slogans of democracy.

While giving her notions of democratic education. She said, human rights awareness was crucial to the democratic understanding of the pupils. The observations made in the classrooms and staff-room in the school, however, contradicted her claims that school gave due emphasis to human rights and social justice. The fact that none of teachers were aware of "Charter of Child" rights and there was not any material used or available to teachers or pupils in the library or in the classes to make use of with this regard, indicated serious gaps in the set up with regard to democratic education.

The headteacher of Sargo-girls, while explaining her notions of democracy in schools said:

Democracy in school is about inculcating discipline and lawful behavior in students. Here we train our girls to be better citizens. I also believe in equality, here the daughter of a Minister and daughter of a domestic helper sit together" (Headteacher, Sargo-girls Research Interview).

However, on inquiry, it transpired that there was not any cleaner's or domestic helper's daughter in that school. It is important to mention here that the headteacher of Sargo-girls maintained different strategies of gate keeping avoiding any situation that would make her say anything she did not want an outsider to know (also corroborated by Hammerslay and Aitkinson, 1992).

It was evident that headteachers were aware of some/broad aspects of democratic education and also of different experiences of teachers and pupils yet their (headteachers) practices contradict their stated views.

HEADTEACHER'S REFLECTIONS ON THE ANALYSIS

The headteacher of Sargo-mixed while commenting on the hierarchical set-up of his school said:

I agree with you that we have hierarchies and in majority of schools these are authoritarian. What I disagree with the fact that you are trying to introduce a system that is essentially without these hierarchies. Which I think would not work here, primarily because we have had this existing system since before independence this means we have not seen or even heard of a system which does not have a hierarchy. The developed nations try to copy have hierarchies as well and are probably less authoritarian, because they exist in democracies. Here we have got our democracy back;

just terms and democracy and introducing democracy into schools probably would take longer time. Your suggestion that schools can be effective means of strengthening democracy in the society at large is an attractive preposition and carries weight, but I think at the moment we should try to improvise things slowly and improve the system we already have got rather than introduce something new which both the community and schools can not handle” (Headteacher, Male, Sargo-mixed Information discussion).

These views refer to what Watts (1989) has describes limits of acceptability”. He argued that a school may innovate only within limits of acceptability laid down implicitly by society and implements by its dominant power groups that these limits vary with the changes in the mood and the pliability of society, as well as with the changes of government, and that indiscretion to these norms will in the long run lay itself open to heavy penalties for any school that isolates itself or consistently ignores the messages. The survival of the institution and its distinctive innovation character will depend upon the clear and steady recognition of the concept, up to which level should this, may be adopted or adapted. *‘It is possible to push right up to the boundaries of acceptability but after that a restructuring of society would be necessary, and the place to accomplish that is certainly not from the school’ (Watts, 1989, p.18).*

The important thing with regard to the headteachers’ views quoted earlier is to keep in perspective the fact that government schools, partly funded by the local government and operating under the Provincial Department of Education could only allow change to a certain limit, considering the political culture of the country.

He said that the main reason for the staff member to deviate from the school policy was that there were shortcomings in her training and the school therefore had sent her away for further training. He, however, added that the school had been trying to improvise and such problems were expected at the initial stages. He insisted that the school was open to any suggestions in this regard. These views highlight important issues concerning opportunities for practitioners/professional to improve and grow as professional. Access to continuous professional development is important for teachers and headteachers, both at International and National levels.

CONCLUSION

The study helped to conceptualize democratic education in the context of Pakistan. One important that emerged was the prevalence of bureaucratic and

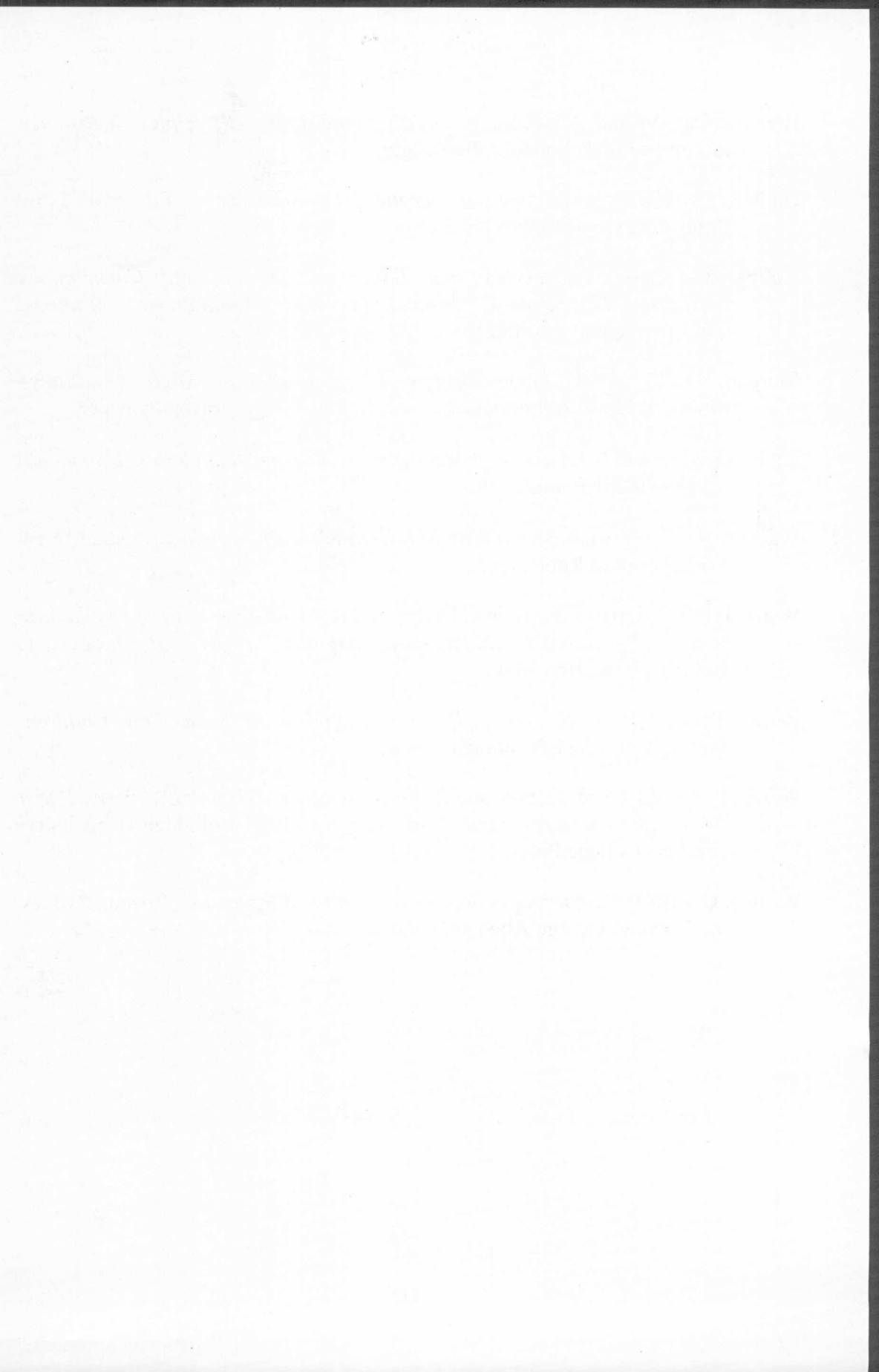
Hierarchical structures in schools. Headteacher interviewed for the study pointed to the fact that despite their efforts to democratize school environment the prevalent old school structures and centralized system of education is the main hindrance in the process.

Moreover, the need for proper training and access to appropriate information was repeatedly voiced by all participants/respondents. The education leaders realize the importance of critical and empirical knowledge, however, lack important training and effort on part of those who are responsible for policymaking in education sector. The belief that education can transform society is well accepted across the board however, the vision to improvise and possibilities to promote democracy in developing countries such as Pakistan need to be devised through inclusive thinking processes both at governmental and institutional level. Developing countries as emerging young democracies need to strengthen democracy through concrete educational effort. Democracy both in terms of knowledge and experience in an area which policy makers should be directing much of their attention in order to achieve their long term economic, social, cultural and political goals.

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INSTRUCTIONAL MATERIAL FOR DISTANCE TEACHER EDUCATION

By

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ABSTRACT

Distance education is institutional concept of education centered round self-directed learning by means of correspondence courses with an integrated element of communication technology and facilitated with tutorial sessions, seminars, etc. to meet need for enlargement of teaching force, improved professional standards and modernization of teaching methods, distance learning system provides alternative ways of gaining established qualifications. The content of such courses cannot depart from the normal; the difference of learning experience arises from the presentation of the course materials and from the situation of students and, therefore, different pedagogic skills are required. The term instructional material is used for the specific items used in a lesson and delivered through various media formats such as video, audio, print and so on. This paper discusses the presentation of instructional material for distance teacher education.

GROUPING OF INSTRUCTIONAL MATERIAL

A wide range of teaching media are employed in distance education; their effectiveness consists in organic relationship between the planning of course content and the planning of teaching methods. Broadly speaking the instructional material fall into the following groupings:

1. Printed Materials

Guided study assignments, specially written textbooks, packets of pictures, directed reading, using the resources of libraries, assignment of work for tutorial comments or for computer assessment, self-assessment problems, exercises and questions, material related to other modes of teaching used, e.g. notes on broadcast programmes; instructions for the use of scientific kits.

2. Audio-Visual Material (other than print)

National or local radio or television broadcasts, various audio-visual aids (slides, film-strips, tape recorders etc).

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3. Practical Activities

The use of home science kits, directed work in local laboratories, research activities (e.g. social surveys) or field-work.

4. Face-to-Face Teaching and other Interpersonal Activities

Counseling (as method of study etc), study by correspondence, lectures and seminars, supervised professional activities (e.g. teaching, and the preparation of teaching material), attendance at summer schools.

The following are the main postulates involved in developing and application of instructional material:

SELECTION OF TEACHING MEDIA AND IMPORTANCE OF PRINTED MATERIAL

All teaching media are being used in distance learning but there is no standard or ideal combination. A valuable function of the different media in a multi-media system is to provide precisely this degree of redundancy, by presenting the same material in different media, on the assumption that some students learn more effectively from television or film, and others from print. Variety in media use can certainly allow for this, as well as making a course more interesting, providing for alternative modes and 'styles' for learners, and encouraging learners to think 'about' the material rather than just memorize.

Working within the limits of the practicable and economically possible, each teaching organization is, however, obliged to allocate particular media to particular purpose. An open university of developing country can neither of course, afford to have a close-circuit TV, Studio, nor a wide spectrum of a large number of course which make provisions for expansive broadcast coverage for distance learning.

Of all teaching media, printed material is an important and significant. The stimulus to learning which it offers depends primarily on the teaching skills which it incorporates, and on the sense of progressive mastery of the subject which the student derives from it. Further, the printed material can provide the nucleus round which an integrated sequence of broadcast programmes, of directed activities, of discussion groups and face to face teaching can, as resources allow, be built up. For all these reasons, the package of printed material dispatched to the student at regular intervals is an indispensable component of distance learning systems. Broadcasting is used in some projects in association with the printed materials, either as a general rule or on selected courses. Instead of, or in addition to broadcasts, some projects use audio-cassettes in combination with printed

visuals, with all the advantages of making study easier and more flexible characteristics of effective distance learning course materials are outlined below:

Types of Materials

1. Specially written correspondence texts or lessons.
2. Textbooks: specially written or already published.
3. Supplementary items: notes on broadcasts, assignments, instructions, drawing, photographs, maps, charts, journals, newspapers, periodicals, reading guides, bibliographies.

Pedagogical Functions

To impart facts; to develop skills, to illustrate how knowledge can be organized for learning to provide links to tutors/ other students.

Motivational Functions

Student can work at own pace:

- Self-assessment questions can provide reinforcement
- Provides a permanent record for revision
- Written comments from tutors provide reinforcement

Demands on Students

- Fairly high levels of literacy required
- Motivation for and/or previous experience of independent learning form reading needed

Flexibility and Costs

Generally the least expensive and most flexible of the media. Must be prepared well in advance of use by students. Major updating and revision can be costly, but brief supplementary items (notes, errata etc.) can be prepared quickly in response to student/ tutor feedback.

Creation, Production and Distribution

- Special skills required for preparation of self-instructional written material (implications for staff training, use of consultants).
- Technical production skills needed; editing, design, illustration, printing storage).
- Distribution arrangement; post, bulk deliveries to local centers, road/ rail, air transport.

COURSE DESIGN

Each of the countries which have adopted the multi-media approach, has made certain adaptations, not only in the curriculum but also in the use of various media involved in the training programmes, to fit the conditions prevalent in their countries and to meet the special or unique needs of their teachers such as offering of refresher or re-orientation courses or specialization in some distance education system modular credit approach is followed which provides flexibility courses for in-service teaches. It is however, preferable that pre-service training course leading to attainment of recognized qualification should be based on the established curriculum of a sponsoring university or other educational institutions, especially in a country where the educational system is highly centralized with a single obligatory curriculum and detailed syllabi, and prescribed textbooks.

In some distance education systems modular credit approach is followed which provides flexibility in reaching definite national standards. Each module has a distinct training element, including practice and experience. A recognized level of proficiency or a qualification can be achieved through the completion of a series of modules.

ORGANIZATION OF COURSE

System Approach

As a general practice, the training courses are organized in terms of units (18 for a full credit course) prepared by the course team. The teaching task of the course team is to set teaching operation drawing on different media, by using a system approach with the learner as the key figure. To adopt a system approach to teaching is: to specify educational objectives; to break down the student's task into component elements, or successive stages; to identify the learning process involved; to consider the appropriates of the teaching methods available in relation to each stage; to combine to that they make an integrated whole; and finally to provide for feedback, validation and assessment.

Correspondence Tutor

The heart of training course lies in the packaged correspondence material organized in weekly work units, accompanied with guidelines, indicating the learning outcomes at the end and directing to a limited number of textbooks, references, self-assessment question papers, problems, exercises and assignments of work to be either computer marked or tutor marked. The course books of the students is further supplemented by notes on television and radio broadcast and instructions for carrying out home experiments. Wherever it is possible, the

precise educational objectives in terms of learning outcomes related to the prescribed topics are clearly set out.

To sum up, the learning material development needs to respond to the following concerns related to course coverage, standard to be achieved and media to be used:

- a. The objectives of the course stated in terms of training outcome.
- b. Course contents or syllabus divided into units comprising related topics.
- c. The learning experience and activities designed to help the trainee achieve the designated result through specific media or channels of training.
- d. The methods of evaluation and feedback appropriate to the course.
- e. The organization of the course (i) during a training year (in terms of a schedule of self-study assignment related seminars, various practical training activities, action research, periodic tests etc) and (ii) during the summer vacation (in terms of summer course activities and end-of-the-year written examination).

The Issue of Credibility

The credibility of distance education as a method no longer needs to be proved. The argument rests basically on two features: the quality of the learning materials and the responsiveness of the system are providing feedback and individual help to students over learning and study problems. Learning is essentially an individual activity – to learn something effectively, the learner has to internalize the knowledge, attitude or skills. In distance learning situation, the primary information channel – lectures or classroom teaching – is usually replaced by specially prepared self-instructional materials and the students are provided guidance on study methods planning study time and study strategies, developing study skills involved in learning from reading, viewing group discussions and practical work. Research findings indicate that the student may apply a different approach in studying a course unit, such as:

- to start straight away at the beginning and to work through the material section by section and in the sequence it is written;
- to skim through quickly, then dip into particular sections in a sequence different from that envisaged by the course team;
- to read the assignment questions first, then selectively to study the material on the basis of questions.

Research on student study habits and workload suggest, that many students have great difficulty in working to a prescribed study pattern, especially more complex sequence (e.g. read text, listen to audio programme, carryout experiment,

view TV, complete activities, answer self-assessment questions). Students find this integration difficult and generally pace themselves primarily on assignment return dates, rather than broadcast dates, and intensive work occurs around assignment cut-off dates. Since assignments are assessed, there is temptation on part of students to cheat. Hence periodic tests may be given, ensuring full coverage of the course.

SOME OPTIONS FOR INSTRUCTIONAL MATERIAL

Using Existing Materials

Textbooks as a medium of instruction have two distinct functions – that of a reference source of information and that of a sequenced medium of instruction or learning. Few standard textbooks are approximately sequenced for independent study, and written in a self-instructional style. So, those access devices, study guides, self-assessment materials, recapitulations, learning objectives and so on will be needed? When the student is studying will be needed to have both the text and the supplementary material side by side and continually oscillate from one to the other. This may be inconvenient and frustrating. If the student is required to read large extracts of the book before and after parallel comment, at what stage does he get a chance to practice his learning by trying out self-assessment questions and exercise?

Using other Institutions Courses

The option might exist of adopting other institutions' distance learning materials for study by one's own students. But there is a more basic question, related to the instructional quality of the materials. The best distance learning materials are:

- Developed with a specific target audience in mind;
- Highly integrated across sections, components and media.

It is evident that the more closely a particular course is based on these two criteria, the less easy it is going to be adopted for use in a different situation. It is unlikely that a carbon copy of course produced elsewhere can be adopted without the need for any supplementary materials.

STRATEGIES FOR COURSE CREATION

Models

Model-1

The conventional system provides one model where one academic/content specialist works alone to produce a course. Its advantages are outlined below:

- It is relatively easy for the content specialist to maintain control over the process of course (no problems of communication, no discussion or argument about structure);
- The course will hang together, teaching style and language will be consistent;
- The media used (though necessarily limited in number) are likely to be well integrated with the main method of presentation;
- The level of personal motivation to prepare a high quality product as quickly as possible will be apparent;
- The content specialist will be able to adapt it so suit students and update it as and when necessary because he is familiar with the entire course.

But the model has limitation in a distance-teaching situation:

- The tasks of researching, designing, preparing, checking and re-writing printed course materials may be too much work for the time scale envisaged by planners;
- He may need specialist's help in instructional design, in illustrating and editing;
- He may not in fact produce the course that was expected;
- He may fall ill or take leave at a crucial stage in course production and someone else taking over may radically alter his work.

Model-2

To resolve the problem inherent in the one author model, two or more academics could work together, thus offering support and criticism and more than one viewpoint to the student and possibly sharing out the work load. An editor or instructional designer could be brought in where necessary.

Model-3

This model is based on integration of the role of educational technologies, media producers and editors and also of unit authors as they polish drafts. The model proposes that subject specialists should discuss and compile the content to be covered, and prepare some outline of the exposition. They would then hand-over to media experts, whether in print, aural (radio, tape) or visual (TV, wall charts etc) that would transform the content into suitable material. Everyman's Open University of Israel operates on this pattern. The university has a core of full time academic staff and also makes considerable use of external academic consultants and writers. External writers need to be chosen carefully. It has not been proved wise

to approach the most senior or renewed expert; senior academics are some times less flexible, resist changes to their material and are often too busy to meet deadlines or too removed from teaching to adapt to this very different mode of instructions and students audience. In general, it seems more successful to choose good teachers rather than research oriented specialists, unless it is thought that well known names will built up a good academic reputation. The use of external writes as a cheater and more flexible approach does not preclude the need for a small internal academic staff:

- to draw up course curricula;
- to devise a system of course design;
- to brief and, if necessary, train writers;
- to draw up comprehensive contracts with penalty clauses for late or unsuitable material;
- to advise and coordinate writers and their outputs (the different elements of the course they are producing);
- to assess and critically review course materials;
- to carry out course maintenance functions;
- to ensure maintenance and renewal of course creation.

Model-4

Another model is instructional design approach to course development. External writers are contracted to develop content from a brief devised by a team of educational technologists, curriculum designers and internal academics or subject-matter experts. This small team designs and maintains control over the development of courses. Authors are required to submit first drafts of the lessons to the team for critical appraisal, or external subject experts are employed to give their professional opinion of the academic standard of work. Authors prepare a second (or third) draft, which may be developmentally tested or again externally assessed. This draft then goes to the technical staff, including broadcast producers, for production.

Model-5

This is a course team approach devised by the UK Open University, London. It gives academic freedom in designing and developing courses. It requires academics to be employed full time to ensure availability, coordination and continued maintenance of courses. This model needs a very democratic atmosphere.

Unit Plan/Lesson: A Balanced Coverage

An online

Most academic concern themselves with academic content, laying it out in some sensible order. Others concentrate on the specific objectives, which the students will be invited to undertake, developing the course around important experiences. The educational technologies, on the other hand enquire about aims and objectives of the course and assumptions being made about the students' prior experience. A balanced coverage of all these inter-related aspects – (content, objectives, assessment and activities) is essential to prepare a first draft in the form of a lesson or unit plan as outlined below:

Study Time: Time required for study of lesson or unit, including any associated activities (e.g. tutorials, assessment etc)

Aims: A brief statement of the main aims of the lesson or unit.

Objectives: Some objectives to show what is expected of the student.

Content:

- List of main topic headings
- Brief content summary (500-1000 words)
- List of new and technical terms used in lesson or unit
- Knowledge it is assumed that the student already possess
- Concept diagram

Materials: List of materials making up the unit (e.g. printed text, audio-cassette, radio or TV broadcast, kit items, set book sections, tutorial class, and any special items)

Activities: Examples of important student learning activities to be incorporated (e.g. a problem to solve, an experiment or observation to undertake)

5.2.2 Student oriented treatment of units

In all stages of preparation of distance course materials, a key requisite of course creators is a student-oriented picture of what learning means. The following points of learning psychology need to be taken to consideration while treating the units.

- i. No student masters an idea on the first exposure. The idea goes past rather rapidly, leaving at most a taste. Further contact with worked examples relating to previously mastered material provides experience with the topic, and at some time will awaken a wish inside the student to master the underlying skill. Then and only then is it reasonable to expect students to have a firm grasp and to undertake the necessary practice.

- ii. Any idea we encounter makes sense initially only to the extent that we can relate it to something we have previously experienced and gained confidence about. By exploring in this way, a sense or image of the new idea can be reached which is pre-articulate. Ultimately, of course, the student must get to an articulated or symbolic expression, which, with continued practice, will become concrete.
- iii. Most people, when contemplating course creation, tend to concentrate most of their energy on the first draft. It is essential to gather critical comments from students, experienced tutors and other academics. This raises a very thorny problem: how to comment usefully, and what to do with the often-contradictory comments. To cope with this situation, it is much easier to work on smaller chunks corresponding to a notional evening's work of 1-1/2 to 2 hours.

CONCLUSION

Any mode that fits the conditions of the country may be adopted/adapted. Emphasis should be on establishment of an internal faculty, feasible use of media and above all, on a group of eminent writers for developing instructional material.

Although there are aids to writing self-learning materials and training can be given to enhance skills, authorship remains a highly personal gift. In theory it would appear that the person best suited to write the package would be one with the subject matter at his fingertips, as he would not need to research the topic. Experience, however, suggests that except in exceptional circumstances the subject matter expert is the last man to write it. Experts fail in three ways:

- Where they have great depth of knowledge and enthusiasm for one particular area of subject, they give this detailed coverage to the detriment of the rest of the package.
- Because they are expert in the subject matter they find it difficult to foresee the difficulties that it presents to the learner are to prone to overestimate his basic knowledge.
- They have no experience in visualization and produce scripts that are virtually impossible to illustrate.

The writers must be deductive, critical, creative thinkers who also need to have good visual creativity and be capable of sympathy with the students. Efforts should, therefore, be spent in searching out those with flair who know how to research a subject with a capacity for logical analysis. It is also essential that the academic content of the course and the ways in which they will be taught must be thought of as a single operation by a simple group of people.

To aid comprehension of teaching points, the text should be sensibly illustrated. If the illustration is not visualized by the writer(s) at the same time it will not be possible to tie up the illustration with the text exactly. Finally the textual material needs editing. The editing process should include:

- i. Technical review, to ensure that the content is technically correct.
- ii. An educational technology review, to ensure that, as far as possible without developmental testing the sequence and structure is likely to enable the students to learn.
- iii. Elimination of ambiguities, repetitions, and errors of grammar and spelling and checking that cross-references are correct.
- iv. Making adjustment on the balance and coherence of course coverage.
- v. If several authors are involved, coordinating their efforts to a single style.

The broadcast media can be largely employed for teaching of mathematics and science and also for transmission of lectures (may be in radio broadcast) which is recognized throughout the world as the principal instruments for the first and basic expository phase of teaching. The activities of the tutorial sessions, seminars and summer school should emphasize the practical aspect of training, such as: demonstration teaching, micro-teaching, panel discussion, experiments in science, construction of test and examination, lesson planning focused on specific aims and their expression in behavioral terms, preparation of self-rating scales for teachers, developing creatively through opportunities for various forms of self-expression etc.

Finally, all the teaching media ought to be integrated into one organic whole.

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THE PROMOTION OF UNDERGRADUATE MATHEMATICS EDUCATION

By
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ABSTRACT

In this paper importance of mathematics for the development of Science, technologies, economy, etc, has been explained. Four important factors like institutions, teachers, textbooks and examination system in Pakistan have been discussed. Comprehensive proposals are given to improve education system of mathematics in Pakistan.

PROLOGUE

It is universally recognized that mathematics has basic importance in developing our intellect and objectivity. And that is why mathematics forms a compulsory component of the school curriculum in all the countries of the world. Furthermore, the indispensability of mathematics for the advancement of sciences crowns it with the title of *the mother of all sciences*. A. N. Whitehead and B. Russell shattered the myth that mathematics is synonymous with computation and established the fact that mathematics and logic are equivalent. To say the least, the present state of mathematics in Pakistan is indeed deplorable. We have pinpointed the main factors responsible for eroding the foundation of mathematics education and have highlighted the remedial measures to rectify the present situation. Since the major factors involved in the process of mathematics education are:

- (A) Institutions
- (B) Teachers
- (C) Text books
- (D) Examination System

We shall discuss them one by one and suggest necessary steps for their improvement.

A. INSTITUTIONS

To provide an atmosphere conducive for education in general, and mathematics in particular, an institution whether private or public (college or

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school) must be obligated to provide the following facilities and adopt the following approach:

- (i) Well-ventilated spacious class-rooms with all the accessories like boards (preferably white), desks, rostrum, etc.
- (ii) A library with continuous supply of latest books, periodicals and study tables.
- (iii) A sufficient number of playgrounds with appropriate dimensions.
- (iv) A number of student-clubs like science club, debating club, literary club, etc. to develop inherent potentialities of the students and enable them to use their energies for profitable pursuits.
- (v) Arrangement of frequent popular lectures by reputed scholars on various topics beneficial to the students.
- (vi) Inter-institutional games, debates etc. be encouraged and organized regularly.

B. TEACHERS

1. *Tuition system and its impact on our educational standard*

Since the emoluments of teachers are not sufficient to enable them to have a respectable living, therefore, they run after private work, namely tuitions, teaching in private institutions, etc. This trend among the teachers has caused a considerable deterioration in our education standards. Further, the private coaching centers and institutions have commercialized education and thereby brought it to the level of a saleable commodity. To discourage the teacher to undertake private tuition, it seems necessary that their salaries and allowances should be enhanced and the undertaking of private tuitions be banned. It is believed that this single step shall go a long way to help raise our education standard because it will guarantee the wholehearted professional devotion of teachers.

2. *Assessment of Teachers*

Some explicit principles should be laid down to assess the efficiency of teachers in schools and colleges. An easy-to-adopt foolproof method is the result of their classes in the final examination held by the Boards and the Universities. Secondly a proforma should be designed and circulated among the students before the end of the session to have "Annual Evaluation" of the teachers by their students. (Specimen proforma is attached as Annexure A).

3. *Refresher courses*

To help the teachers to keep abreast with the latest trends in their

respective fields, refresher courses be frequently organized on regular basis. At the conclusion of a refresher course, the participants should be tested in their skill of teaching, understanding of the subject and mode of representation of the subject matter. For this purpose some experienced and inspiring teachers be assigned the additional duty of organizing and conducting these refresher courses with the help of their institutions and the patronage of the Ministry of Education. Since these refresher courses need to be arranged throughout the year, the teachers responsible for organizing such refresher courses should be provided necessary funds and facilities. The participants of these courses shall be required to abide by the “Code of Conduct” (appended as annexure B).

4. *Awards for Teachers*

To encourage the meritorious teachers, the provision for special promotions, special increments, special prizes etc be made. This will enhance the efficiency of teachers and shall provide the necessary impetus to improve their teaching. While recommending a teacher for a special training, the assessment criterion (given in Annexure A) should be given maximum weightage. In this way merit will be encouraged and inefficiency will be eliminated.

5. *Optimum Utilization of the Scantly Available Expertise*

It is a matter of common knowledge that the present state of both mathematics and mathematical education in Pakistan is entirely deplorable. There is a general opinion among the scientists, engineers and technologists that mathematics plays the pivotal role in all significant advances of science and technology. A pertinent question of paramount importance arises: Why has mathematics been relegated to the lowest rung in the hierarchy of sciences? There are plenty of cogent reasons for this official apathy towards mathematics but the single most detrimental factor which stands out has been the propagandistic approach of its egotistic exponents who cannot even justifiably be branded as mathematicians. Since the condemnation of the past is tantamount to flogging the dead horse and dissipating our energies, we, therefore, do not wish to dwell on the causes responsible for the deterioration in the standard of mathematics in Pakistan. However, we wish to highlight the constraints hampering the development of mathematics and suggest some remedial measures to minimize their adverse effects on mathematics and mathematical education.

(a) *Scarcity of Expertise*

To overcome the difficulties arising out of the insufficient supply of properly qualified experts, it is suggested that the videotapes of lectures of hardcore courses from the modern standpoint given by carefully selected lecturers be prepared and the same be circulated to all the relevant institutions. This job can

be exquisitely done by using the facilities already available at AIOU by investing some extra money. Since all experts are not good teachers, it is advisable that each and every prospective lecturer be put to strict examination vis-a-vis his or her teaching.

It is further added that:

- (i) HEC has recently announced that they would train 100 Ph.D per year for overcoming the shortage of qualified teachers. This amply proves that there is a great dearth of adequately qualified researchers and teachers.
- (ii) Because of the non-availability of specialist there are many branches of Mathematics which are not even taught in our present day in Pakistani Universities.
- (iii) Four years B.Sc Mathematics programme cannot be properly implemented with the presently available expertise. It may be pointed out that there are very few degree colleges where they have one or two Ph.D. staff members. Therefore it is needless to say that there is an acute shortage and a great urgency and demand of suitably qualified experienced teachers.

(b) *Commencement Stage*

To begin with the programme is to be tailored of making videotapes of lectures for the B.A/B.Sc level students because the students at this stage are prospective entrants to the universities. Needless to say that if the students with sound foundation enter the universities, then it will facilitate to produce good researchers and teachers.

(c) *Filling the Gaps*

Some of the basic modern courses like topology, graph theory, combinatorics, etc, are either completely omitted or inadequately addressed because of the non-availability of qualified teachers. Videotapes of lectures on such topics are not only going to be helpful to the students but also strengthen the academic faculty in mathematics.

(d) *Improving Examination System*

To discourage "rote system", the question paper should comprise the following:

- (i) Conceptual part
- (ii) Theory
- (iii) Applications and computations.

The questions be uniformly distributed over the whole course and absolutely no "Choice" be allowed. The questions be so designed so as to test the students comprehension and not their ignorance.

(e) Mobile Teams of Experts

To arouse interest in mathematics and to afford an opportunity for all mathematics teachers to have the benefit of face-to-face discussion with the experts, mobile teams of experts be organized to visit almost all big cities (later to be extended to all Tehsil headquarters) round the year. This is reliably learnt that this approach of disseminating mathematical knowledge is being successfully implemented in Australia, etc.

An annual timetable of model lectures by excellent teachers be structured and circulated to all the degree colleges and the universities. HEC should be totally responsible for the schedule of lectures, venue of lectures and the provision of necessary funds. This academic activity throughout the year shall not only make up the insufficiency of the expertise but will reinvigorate the ramifications of Mathematics, which are on the verge of dying out. By and large, this single step, which does not involve colossal amount of money, shall go a long way to strengthen the mathematical background of mathematicians, scientists and engineers.

(f) Role of Allama Iqbal Open University, (AIOU)

Allama Iqbal Open University, (AIOU) has the primary responsibility of distant education in Pakistan and this project too falls under this category. Also infrastructure required for the implementation of this project of national importance is available with AIOU. Moreover AIOU has already its regional center network throughout Pakistan, which will coordinate as well as facilitate the implementation of this project. Therefore this project shall be the sole responsibility of AIOU with the necessary funding and supervision of HEC.

C. TEXTBOOKS

The usefulness of a book depends on many factors like conceptual clarity, precisions of expressions and illustrations of concepts. Unfortunately the present textbooks miserably lack all of the aforesaid qualities.

DRAWBACKS OF THE PRESENT TEXTBOOKS

(1) Conceptual ambiguity

Concepts are neither properly emphasized nor illustrated by appropriate examples.

- (2) **Unhelpful examples**
Examples are usually selected unjudiciously and hence they do not help the students to grasp the relevant concepts.
- (3) **Absence of motivation**
Whenever a new topic is initiated, neither a specific motivation is given nor its usefulness is highlighted through easy-to-comprehend examples.
- (4) **Applications**
In general the students are not informed about the elementary applications of the concepts. This approach makes the subject not only uninteresting but also is easily forgotten. As a consequence it hinders the students to think about the advancement of the subject.
- (5) **Misprints/Errors**
Most of the present textbooks are full of conceptual errors, misprints and wrong examples. These defects cause a colossal wastage of precious time and discourages both the teacher and the taught.
- (6) **Index is missing**
No textbook of the Textbook Board contains index — a shortcoming which causes a lot of unnecessary botheration and wastage of time.
- (7) **Wrong Answers**
A substantial number of answers of the exercises given in the present textbooks are wrong which create very unpleasant situation during the classes and after the classes
- (8) **Faulty Diagrams**
Least care is taken in sketching proper diagrams and graphs. Most of the times, these diagrams, instead of illuminating, create confusions.
- (9) **Poor selection of exercises**
Exercises are not designed to enhance the understanding and logical development of the subject. Almost no exercises are selected to correlate mathematics to other disciplines like physics, medical science, economics, computer science, etc.
- (10) **References**
None of the present textbooks as far as our knowledge goes includes a list of references. References are being recommended for further reading to enable the students to enhance their knowledge.

(11) Overall Getup of Textbooks

Get up of Pakistani textbooks when compared to the books published in the advanced countries is simply deplorable. Poor quality of paper, hopeless binding and extremely low quality of printing not only decrease their usefulness but also makes them unattractive and unimpressive.

D. EXAMINATION SYSTEM

Our present examination system is outmoded and needs drastic changes to make it in consonance with the modern requirements.

- (a) The amount of choice given in the question papers enables the students to get full marks by studying only half the course:
- (b) The question papers are set on the conventional lines and could easily be guessed that is why the students depend on guess papers etc.
- (c) There is no uniform pattern of question papers for all the boards and universities and consequently the results of the examinations cannot rely upon for determining the merit vis-à-vis admissions etc..

CONCLUSION

To strengthen basic Mathematics, especially its conceptual part, one has to make it not only clear but also interesting. We suggest that an attempt should be made to rewrite the existing textbooks after removing the already identified flaws, shortcomings, deficiencies, etc. After accomplishing the new textbooks should be experimented on the working teachers as well as on the students for a year or so before their nationwide circulation.

We are confident that the successful implementation of these proposals will free Mathematics from the prevalent inertia and accelerate its pace of development in the right direction. Since Mathematics forms a significant part of the foundation of Science and Technology, it can be easily concluded that the ultimate beneficiaries of these proposals shall be Science and Technology.

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ANNUAL EVALUATION REPORT OF TEACHERS

Teacher' Name: -----

Subject: -----

Class: -----

Year: -----

By Students

| | | 0 Not accepted | 1 Acceptable | 2 Good | 3 Very Good | 4 Excellent |
|-----|--------------------------------------|----------------------|-----------------|-----------|-------------------|----------------|
| 1. | Punctuality | | | | | |
| 2. | Regularity | | | | | |
| 3. | Preparedness | | | | | |
| 4. | Explanation | | | | | |
| 5. | Illustrative examples | | | | | |
| 6. | Answering questions | | | | | |
| 7. | Tolerant | | | | | |
| 8. | Temperamental Stability | | | | | |
| 9. | Home assignments and questions | | | | | |
| 10. | Helpful and accommodating | | | | | |
| 11. | Language | | | | | |
| 12. | Pronunciation | | | | | |

**CODE OF CONDUCT
FOR
PARTICIPANTS IN THE REFRESHER COURSES**

All the teachers participating in a 'Refresher Course' are required to stick to the following "Code of conduct":

(a) Regularity and punctuality

Timetable announced by the organizers should be meticulously observed. A Participant who absents more than three times from the lectures delivered in the refresher course, shall forfeit his right to continue attending the course:

(b) Completing home assignments and taking quizzes.

Qualifying quizzes is essential to get a certificate of the successful completion of the refresher course.

(c) Class presentation should be given as directed.

(d) A comprehensive brief containing lecture notes, solutions of exercises, etc. should be prepared and get marked by the organizers

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PRACTICING PHENOMENOLOGICAL RESEARCH FOR BUSINESS ENVIRONMENT

By
Syed Hassan Raza*

ABSTRACT

This paper extensively examines the purpose of phenomenological approach to illuminate the business situations. It identifies phenomena as to how they are perceived by the actors in a situation. In the human sphere this normally translates into gathering 'deep' information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation, and representing it from the perspective of the research participant (s). Phenomenology is concerned with the study of experience from the perspective of the individual, assumptions and usual ways of perceiving. Epistemologically, phenomenological approaches are based in a paradigm of personal knowledge and subjectivity, and emphasis the importance of personal perspective and interpretation. As such, they are powerful for understanding subjective experience, gaining insights into people's motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom.

INTRODUCTION

Phenomenological research has overlaps with other essentially qualitative approaches including ethnography, hermeneutics and symbolic interactionism. Pure phenomenological research seeks essentially to describe rather than explain, and to start from a perspective free from hypotheses or preconceptions (Husserl 1970). More recent humanist and feminist researchers refute the possibility of starting without preconceptions or bias, and emphasis the importance of making clear how interpretations and meanings have been placed on findings, as well as making the researcher visible in the 'frame' of the research as an interested and subjective actor rather than a detached and impartial observer (e.g. see Plummer 1983, Stanley and Wise 1993).

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Phenomenological methods are particularly effective in bringing to the fore the experiences and perceptions of individuals from their own perspectives and, therefore, at challenging structural or normative assumptions. Adding an interpretive dimension to phenomenological research, enabling it to be used as the basis for practical theory, allows it to inform, support or challenge policy and action.

METHODS

Phenomenological and associated approaches can be applied to single cases or to serendipitous or deliberately selected samples. While single-case studies are able to identify issues which illustrate discrepancies and system failures – and to illuminate or draw attention to ‘different’ situations – positive inference are less easy to make without a small sample of participants. In multiple-participant research, the strength of inference which can be made increases rapidly once factors start to recur with more than one participant. In this respect, it is important to distinguish between statistical and qualitative validity: phenomenological research can be robust in indicating the presence of factors and their effects in individual cases, but must be tentative in suggesting their extent in relation to the population from which the participants or cases were drawn.

A variety of methods can be used in phenomenologically-based research, including interviews, conversations, participant observation, action research, focus meetings and analysis of personal texts. If there is a general principle involved, it is that of minimum structure and maximum depth, in practice constrained by time and opportunities to strike a balance between keeping a focus on the research issues and avoiding undue influence by the researcher. The establishment of a good level of rapport and empathy is critical to gaining depth of information, particularly where investigating issues where the participant has a strong personal stake. Interview methods and issues are discussed in Gorden (1969), Measor (1985), Oakley (1981), Plummer (1983) and Spradley (1997) among other.

ANALYSIS

One ‘problem’ of phenomenological research is that it generates a large quantity of interview notes, tape recordings, jottings or other records all of which have to be analysed. Analysis is also necessarily messy, as data doesn’t tend to fall into neat categories and there can be many ways of linking between different parts of discussions or observations. Two methods I use are described below.

Where the data is fairly disorganized – interview transcripts, unstructured notes or personal texts – the first stage is to read through and get a feel for what is being said, identifying key themes and issues in each text. These points – from all

the texts for a small-scale project, or a sample of different ones where there are more than 15-20 – can then be aggregated and organised with the aid of a mind-map or set of ‘post-it’ notes. The resulting list is used as a set of points to interrogate the texts and structure and summarise them (“what is this participant saying about...”). Points which aren’t brought out through this process need to be added. A more detailed description of this process is provided by Hycner (1985).

In a small-scale project, looking across themes between participants, is likely to be easy to do with physical documents, but an alternative useful where there are large numbers of participants is to enter the data into a database according to the analysis headings, and use a mailmerge facility to extract and compare entries. This also enables data entered under different headings to be juxtaposed and compared, particularly useful to identify relationships between different themes and factors.

REPORTING

Phenomenological studies make detailed comments about individual situations that do not lend themselves to direct generalization in the same way that is sometimes claimed for survey research. The development of general theories (i.e. which apply to situations beyond the participants or cases which have been studied) from phenomenological findings needs to be done transparently if it is to have validity; in particular, the reader should be able to work through from the findings to the theories and see how the researcher has arrived at his or her interpretations. This may or may not involve the researcher appearing ‘in person’ in the research (while this is beginning to happen in theses, academic papers and sometimes in organisational research, it is still rare in public-domain reports). Different factors are important at different points of the report. My preference is to use three sections or chapters to report and discuss the findings:

SOME ISSUES

The main issue I have come across in taking a phenomenological (or any qualitative) approach in a commercial or organisational setting is people not understanding what it is, and expecting similar parameters to apply as for quantitative research. A fairly common comment concerns sample size - it can be hard to get over to people that a single-figure sample is valid – and there can be confusion between methods such as theoretical sampling (see Glaser and Strauss 1967), used to ensure that participants are drawn from a spread of contexts, and statistical sampling which is concerned with quantitative reliability and often with difference between contexts. If the sample size is increased a common misunderstanding is that the results should be statistically reliable.

Another issue is that commissioning clients are rarely willing to pay realistic rates for in-depth studies using a small number of participants: they usually want a larger sample size based on the reasons above. Although a skilful interviewer can get into reasonable depth quite quickly, this does mean that depth information gathered is often less than it could be. Equally, depending on the study it can be difficult to gain access to participants for more than a single session of an hour or less, particularly if they are not strongly engaged with the topic of the study. The result tends to be a compromise where a phenomenological approach is used, but the methods used are more structured and contrived than is ideal.

CONCLUSION

Conclusively, phenomenological approaches are good at surfacing deep issues and making voices heard. This is not always comfortable for clients or founders, particularly when the research exposes taken-for-granted assumptions or challenges a comfortable status quo. On the other hand, many organisations value the insights that a phenomenological approach can bring in terms of cutting through conventional wisdom, prompting action or challenging complacency.

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CREATIVITY, INNOVATION AND SOLUTION OF PROBLEMS IN EDUCATIONAL ORGANIZATIONS

By
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ABSTRACT

Resources of many developing countries are centered around quantitative scale of student enrolments, strength of teachers, number of institutions; etc. it is the qualitative aspect that has been relegated into oblivion. The nations of the similar age and potential, across the border, have started acquiring standards and even improving a lot. They trust the potential of their people and educate them to be creative, innovative and problems solvers in order to achieve quality in processes and facilities.

It is just a matter of providing learning opportunities to managers and teachers that they can become creative and innovative and, hence, would produce a student population with new ideas moving towards innovations and inventions.

The state and society attach a value system with education and its teachers. The Commission on National Education (1959) was convinced that "no nation is better than its teachers". Invariably, every government has been emphasizing improving the lot and competencies of its teachers. There are many cost-effective, vertical and horizontal, non-conventional methods of educating and training instructional force by utilizing creative and innovative methods.

INTRODUCTION

Creativity, innovation and problem solving skills are interrelated concepts for human satisfaction in his organizations and society. It is a new area for professional in developing countries, that requires our attention. The present research article is a brief coverage of these concepts and skills with the basic purpose of its introduction to our teachers and managers without going into minute scholarly details.

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The ability of creativity is most crucial for innovation and, hence, problems solving in setting instructional activity and designing management systems. A teacher is, basically, a manager and the reverse is, also, true. Both the teacher and the manager would like to be creative, innovative and problem solver. It is intended to present the theme on creativity and innovation with the objectives of applying effectively, creative skills to solve institutional and instructional problems of daily business and classroom significance.

David Chantrill (1990) maintains the view that "Highly creative organizations do not happen by accident, rather they are designed so". Creativity in educational system can be stated as the generation of new ideas that shape the organizational goals and innovation means translating of such an idea into something tangible. These two qualities of creativity and innovation can be promoted through teaching-learning process. The educational organization can adopt multi-pronged strategies in order to develop its members and raise the quality of their outputs.

CREATIVITY

Creativity is defined as the process of generating a novel idea, non-existing at that time. It is the quality of being imaginative, original and productive. The production of something original is a relative phrase: one thing is original to one person may not be new to some one else; and a very genuine individual may produce some novelty strikingly new to everyone. Thus, originality ranges between these two extremes (Stones, 1984). Every individual possesses the attribute of creativity to some degree, whether he is aware of it or not; and does he use it or not. Psychological researchers establish the idea of creativity, learnability through a variety of training programmes. It is just to develop an appropriate attitude of being, and to practice systematically certain techniques of becoming, creative.

Our brain performs two distinct thinking processes: one is the analytical and verbal and the other is the intuitive and visual. The left hemisphere is the seat of analytical thinking whereas right one that of intuition. Any creative idea has to be analyzed before it is put into practice. Thus both sides of our brain help each other.

ANALYTICAL THINKING

Analytical thinking is convergent in nature and involves a logical process which produces one unique and predictable answer, giving little evidence of reasoning outside the confines of the problems. An analytical thinking is so

trained in conventional methods as to evaluate a thing quickly. Reaching the unique solution as soon as possible make him feel happy and relieved.

CREATIVITY THINKING

Stanely Gray (1984) states that “creative thinking means that the predictions and/or inferences for the individual are new, original, ingenious, unusual”. Creative thinking interrelates ideas which were previously un-related (Basu, 1990). It utilize imagination. Imagination may produce a chance connection between the already known and the unknown.

Creativity thinking is divergent in nature and being characterized by flexibility, originality and fluency (Stones, 1984). Flexibility asks a person to suggest uses of a common thing such as a pin, a brick, a leather belt, etc. Answer beyond the specific conventional utility of a thing indicate flexibility. Finding unusual titles and descriptions of events and phenomena that attract attention is originality. The divergent thinking travels far and wide over the environmental situation in order to produce, in unusual non-conventional ways, several possible and equally acceptable solutions. One feels delighted after touching upon many alternatives to solve the same problem.

Our traditional curricula encourage analytical, or convergent thinking, neglecting the creative or divergent mental activity. It produces a gap between our routine performance and creative skills, and results in the myth of attributing creativity to selected few persons (Basu, 1990).

COMPONENTS OF CREATIVITY

Creativity consists of knowledge, experience, intuition, evaluation and professional commitment. Let us discuss one by one:

1. Knowledge

Creativity involves the associations of facts, concepts and procedures, principles and problems. Facts are the solid information which develop concepts and procedures. A principle is a generalized set that helps in solving problems. The pool of professional information and field experience is the springboard of our further action. Without knowledge, one groups in darkness and without experience and leads to wildness. We derive meanings (a synergistic effect) out of association and/or configuration of ideas. A professional requires two types of knowledge:

- a. *General education*
- b. *Professional knowledge*

His general education, based upon core courses on society and profession prepares him to understand the interdependence of each discipline and the role of his specialty in order to apply its principles on the problems. Half-broiled core or specialized knowledge keeps a person professionally immature and unsound in his professional judgment. Creativity involves an in-depth study of a profession and its core disciplines.

2. Experience

It is referred here, as field experiences which mean practicing the theory gained through instruction or self-learning. It is a common adage that 'practice makes a man perfect'. One performs, mentally or physically, to assess the practicability of an idea if it produces worth while results, one becomes certain about the worth of that idea. Thus, theory directs the practice, and practice corrects theory.

There is nothing equivalent of field experiences. The worker gains a confidence in his knowledge and skills, and machines and methods, while gaining on job experiences. The old proverb of an ounce of practice is better than a pound of theory, benefits in a situation where the practice develops confidence in a worker which lacks while studying the theory only.

3. Intuition

The new idea may be accidental spark like Archimedes 'Eureka', wherein he waited for a solution of testing the purity of metals and it happened accidentally that he thought about buoyancy which reduces the weight of a body equal to the weight of the same volume of water. He connected the idea of a material thing suffering of loss of weight in water with the purity of its matter.

4. Evaluation

The top ranking activity of cognitive competencies is the evaluation. It is giving judgment on the activity under discussion. It appraises the reliability and stability of results, predicts the utility of products and reforms the processes. The novel idea produced out of one's professional knowledge, field experiences and intuition is evaluated on the criteria of its usefulness, durability, cost-effectiveness and beauty.

5. Professional Commitment

Commitment to one's profession and society is vital for creative works. It is an effective bond between an individual and organization and the society fostering both of them. It is an optimal adjustment between individual objectives and organizational goals, and the social values surrounding both of them. It makes life a mission.

INNOVATION

A creative idea adds something to our existing knowledge. Innovation starts from a brilliant idea generated from a creative mind (Espino, 1990). Innovation is a process of translating a novel idea into a visible and purposeful thing. It may enhance our knowledge further, improve or increase our skills, and add an attitude or value in our personality.

Innovation is the outcome of some non-conventional creative idea. Kuhn (1988) interrelates creativity and innovation in the following lines:

“Creativity is the process by which novel ideas are generated, and innovation is the process by which those novel ideas are transformed into things tangible and useful. Creativity forms something from nothing, and innovation shapes that something into practical products and services. Ideas and implementation go together. Creativity without innovation is aimless while innovation without creativity is sterile”.

Innovation is a process of transforming novel ideas into something whereas invention is the product of innovation. There is, also, a difference between innovation and change. Innovation is systematic process worked out by some individual or a task force in order to improvise some system, whereas change is forced from without a system. Further, innovation implies something new to the existing system but the change does not necessarily mean the introduction of newness.

Kuhn (1988) enlists seven sources of purposeful innovation as suggested by Peter Drucker in his book: *Innovation and Entrepreneurship*:

1. The unexpected (success, failure, events of all kinds).
2. The incongruous (differences between the way things are and the way they ought to be).
3. The need to perform tasks better (i.e. new processes).
4. Unforeseen shifts in market demands or industry structure.
5. Changes in population (i.e. demographics).
6. Changes in collective personality (as new perceptions, moods, meanings).
7. Novel information and fresh knowledge.

Innovation brings comfort and progress but, as Espino (1990) says, its immoral and irresponsible use and management of process may bring destructive effects to people as in the case of some nuclear holocaust. But one should go on striving for a wise and positive application of novel idea in terms of processes and facilities.

BARRIERS TO CREATIVITY AND INNOVATION

A. L. Simberg (1971) identified three types of blocks or deterrents which hinder creativity and innovation:

a. Perceptual Block

It is our perception of a problems which blocks our finding of more solutions. Our knowledge and field experiences shape our thinking process and we are accustomed to view a thing from the specific angle of our professional background.

b. Emotional Blocks

We become stuck up into our emotional likes and dislikes which fail as to produce a new idea. The rigidity of our thinking, fear of making mistakes, feeling of insecurities, fear of punishment, etc. compel us not to venture novel ideas or strike upon innovations.

c. Cultural Blocks

Our cultural background and social set-up ask us to produce an idea which is valued by the people surrounding us. We have been brought up in a society with its own value system that asks us to accept something as right and the other one as wrong. We try to conform to a given system, whether in our society or in an organization.

The perceptual, emotional and cultural barriers or blocks are being explained in the following lines.

1. Rigidity

It is a 'self-imposed barrier' because one does not want to change one's behavioural set. One takes the situation granted for some pre-conceived solution, not ready to accept something else.

2. Psychological Fears

One wants to conceal his free and frank opinion or judgment so that others may not feel it ill or say him a fool. It is our fear of looking a fool that we do not express our novel idea and do not generate any thing new out of it. Fear of failure is another reason blocking creativity. One thinks that he would not be able to do it successfully, or that success may be coming too late in his life. Therefore, why to attempt something new?

Another type of fear discouraging creativity is the punishment. He may not be punished by doing a task in a novel way! He may not lose his credibility of

being a good and gentle worker of the organization! It may be the senior person adopting a new idea as his own and, thus, deprive the originator of the respect and reward coming out of it.

3. Challenging the Obvious Facts

One may fail to challenge the obvious facts. We are ignorant of exact meanings of the terms and words we use in daily life. It is better to acquire an active vocabulary about data, information, opinion, judgment, etc. and use it in its right perspective. In this way we would be able to challenge what is not the obvious fact.

Inventors of the airplane the Wright Brothers, challenge the obvious fact that *man cannot fly*. They dove-tailed the idea of bird's flight with that of the power to fly, and produced a machine that could help man to scan air.

4. Resistance to Change

Another barrier is the resistance to change. We may not be ready to bring a change or to accept it. Because one finds it easy to follow a status quo, and any change would, certainly, involve some sort of difficulty to make adjustment which we do not readily precede to.

5. Pessimism

Some people are negative thinkers. Such an analytical thinker focuses on the related elements of a problem and does not want to switch over the right hemisphere of brain which is imaginative and sensitive. He thinks that the idea would not work, so there is no use of putting it forward. Had he been positive in thinking, it would have given him the credit of being the originator of a novel idea.

6. Organizational Climate

An organization whether small or large, is in itself a promoter or distracter of creativity and innovation. An institution on a small level, and education system on larger scale, creates an atmosphere which either appreciates its workers to be creative and innovative or the reverse. Eugene Randsep (1988) very precisely provides a check list of many ideas that would make an organization creative.

7. Social Scenario

Unstable political situation, calamities, national disintegration and cultural modes are some other barriers which block creativity and innovation. Under such or similar circumstances, people are trying to save their lives and properties and cannot devote time and energies for creativity and innovation.

PROBLEM SOLVING CONCEPTS

A problem arises when some need remains un-satisfied. Phye and Andre (1986) state the definition by Newell and Simon (1972): "A problem is a situation in which the individual wants to do something, but does not know the course of action needed to get what he or she wants." A problem has its goal (s) to be satisfied, given or what is available to start with in a problem situation, obstacles or factors producing it, and producers to solve it (Phye and Abdre, 1986).

Problems may be classified as analytical or creative, close-end or open-ended, and real or non-real.

Analytical problem is based upon some logical causes which can be settled on logical grounds to give a logical solution. It, being logical in nature, requires one unique and predictable solution. It is here that some one reiterate an old cliché of 'one problem, one solution'.

The creative problem is not wholly based upon scientific background of the thinker, nor it produces one unique and/or predictable answer. Our creative problem is germinated in imaginative thinking and can be settled by more than one solutions.

We may discriminate between the closed and open ended problems. A closed-end problems seeks single solution and conditions us to "one problem, one solution". An open ended problems meets a judicial mix of creative and analytical approaches to yield the best results (Chantril, 1990).

A real problem is specific in nature. It describes the specific target group and the specific results or products, thereof, Cross questioning and specifying of a non-real problem can bring out its reality, and converts it in to an easily understandable real problem. For example, many primary school graduates lack functional literacy in 3 R's. Science courses in secondary schools do not provide enough experiences helpful in the development of scientific studies.

One can focus attention upon the real problem through: (a). discriminating between the real and non-real problem; and (b). isolating the real problem from the non-real one.

The non-real problem is the indicator or symptom of some real problem, whereas it is not, in itself, the actual problem. It is not specific in its target group and the results. Rather, it is too vague and general. It is because of lack of knowledge that some people fail to discriminate between a symptom and a problem. For example: (a). primary school graduates are not adequately educated and (b). secondary school science graduates lack scientific attitudes.

The problem, at first, may be confusing, but as a result of discrimination between the real and the non-real one, the actual one becomes crystal clear in the mind of the administrator.

PROBLEM SOLVING METHODS

Ample literature, on problem solving, is available today. John Dewey gave a thought provoking discussion in his book, *'How we think'* (1910). Many scholars are worth mentioning who explained this theme, like Buffa (1968), Carkuff (1973), etc. we understand that successful living and successful problem-solving are inter-dependent. According to Stanely Gray (1984), problem-solving is "the framework or pattern within which creative thinking and reasoning take place". The state of tension of an unsatisfied need drives an individual to exercise his abilities to solve his problem through some appropriate approach.

Many problems are of personal interest which carry some significance in life and profession. One can solve them out of one's rich experiences and available resources. Individualistic approach develops confidence in one's learning through such achievements. Individualistic approach is good for small problems which do not involve multiple constraints and consequences.

Exceptionally, talented person can produce superior work than that of group. Feldman (1985) states;

Group performance, in problem-solving, is qualitatively and quantitatively better than the average individuals working along because the group aggregates individuals' expertise and contributions, influences its members to come up with better solutions, provides feedback regarding incorrect solutions, keeps members motivated, and supplies varied special abilities and profession skills which compensate for members' deficits.

In the opinion of Chantril (1990), the group approach can explore a problem from a variety of angles requiring creative and analytical thinking. Collective approach relies on the concept that every person possesses common sense to understand his problems and we can pool up group wisdom to give solutions which become acceptable for common good. Group thinking enlightens benefits and cancels out prejudices towards a solution.

Another method which is very initial method of settling a problem, mostly employed by the people with meager education and training and the sub-human animal world. The solution is accidental. Therefore, responses are random; cues remain unperceived; and any success does not produce much excitement.

Problems, and searching their solutions, are the essence of human life, without which it would have been a deadwood. A problem-solving process is vital, for individuals, groups and organizations that they may become effective. A systematic procedure develops the capacity to solve one's problems through a workable course, out of possible solutions.

CONCLUSION

Creativity produces a novel idea which is transformed into something purposeful by the innovation. Fruits of creativity and innovation can be used as the seeds for problem solving. Creative people solve our problems in an innovative way which is cost effective. Solutions so provided, satisfy individual needs, improve organizational climate and develop our society.

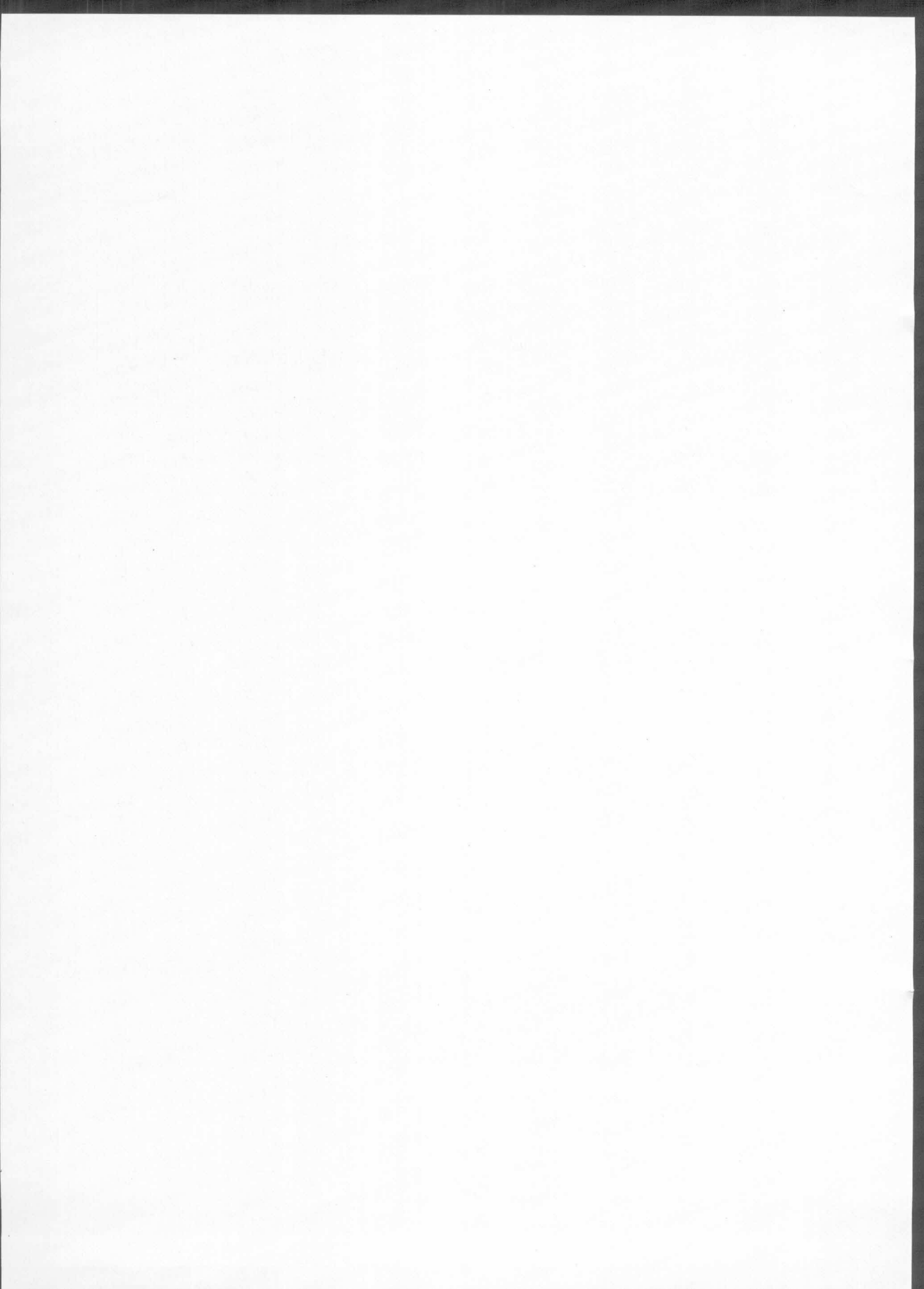
The interrelationship of creativity and innovation with the problem solving and the resultant satisfaction of individual need, improvement of organizational climate and society's development should be the essence of teachers' efforts in educational institutions.

Creativity, innovation and problem-solving skills are inter-related concepts and can work as the underpinnings for quality improvement in an educational organization, as in industry. Individual efforts and organizational culture, when fused together, accelerate social development.

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ASSESSMENT OF PHYSICAL EDUCATION PROGRAMME FOR THE UNIVERSAL BASIC EDUCATION SCHEME IN EDO STATE PRIMARY SCHOOLS, NIGERIA

By
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ABSTRACT

This paper is meant to focus on the assessment of physical education (P.E) programme implementation in the Universal Basic Education Scheme in Edo State of Nigeria. Attention has been devoted to the availability and quality of physical education curriculum, frequency and reflection of the subject on the time table, adequacy and category of specialist personnel for teaching P.E theory and practical lessons, instructional patterns, provision of equipment and facilities, availability of funds and storage facilities and militating factors against effective teaching of P.E. Survey design was adopted. Random sampling was used to select two hundred and ten respondents while the target population comprised games masters/mistresses, head teachers and assistant head teachers in Edo State private and public primary schools. Oral interview, questionnaire and a checklist for personal observation were the instruments for data collection. Simple percentages were used to analyse the data. From the seven research questions raised in the study, it was observed that P.E. programme for the UBE scheme was generally poorly implemented due to some militating factors relating principally to lack of funds, inadequate quality and quantity of P.E. personnel and inadequate provision of P.E. facilities and equipment. Thus, recommendations have been made on how to redress the deficiencies observed.

INTRODUCTION

Leaders in education, medicine and physical education as well as parents demonstrated their concern for the pedagogical aspect of physical education (P.E) of children and youth. Educationists believe that any educational system for the primary school level that does not include physical education (P.E) in its

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curriculum is not only unbalanced but also unsound. It is on this basis that the Nigerian National Policy of Education (Federal Government of Nigeria, 1977, 1981, 1998) indicated that P.F. should be emphasized at all levels of Nigeria educational system. Thus, the inclusion of P.E. in the 6-3-3-4 educational system in Nigeria, has been a recognition and reaffirmation of the importance of the subject by policy formulators. According to Ojeme (1977), the importance of the subject by policy formulators. According to Ojeme (1977), the implementation of the 1981 National Policy on Education has ushered in an era of instructional P.E. in Nigerian schools. Thus, emphasis in P.E. is now on its teaching.

At the primary school level in Nigeria, P.E. has been made one of the compulsory subjects to be emphasized in the newly launched Universal Basic Education (UBE) Scheme (Adedoja, 1999). UBE is a scheme aimed at making education free and compulsory for the first nine years, beginning from primary class I and terminating in J.S.S.E 3 (Agwubike, 2000). Despite the stated objectives of primary education as reflected in the National Policy on Education (Federal Government of Nigeria, 1998) which prescribed human kinetics as the cardinal means of educating children in primary schools, the problems associated with the teaching of P.E. in Nigeria seem enormous. Hence, Nigerian school boards, Chief Inspectors of Education, teachers and other stake holders in education are faced with the problem of organizing and implementing a sound P.E. programme in our primary educational/school system.

In fact, there seems to be lack of understanding of policy objectives on the part of policy implementers concerning the teaching and learning of P.E. at the primary school level in Nigeria. This is a case for concern which deserves investigating; thus, the need for the present research.

Against this background it became necessary to carry out a study on how the teaching of P.E. in Edo State Primary school system was meeting the required objectives of P.E. as demanded by the UBE scheme and the National Policy on Education.

RESEARCH QUESTIONS

The research questions raised and tested in this study include:

1. Is there a quality P.E curriculum for Edo State primary schools?
2. How is P.E. being reflected on the Edo State primary school timetable?
3. Are there adequate number of P.E. teachers handling P.E. in Edo State primary schools?

4. What category of staff are responsible for teaching P.E. in Edo State primary schools?
5. What approach(es) is/are being adopted in teaching P.E. in Edo State primary schools?
6. What factors militate against the effective teaching of P.E. in Edo State primary schools?

METHODOLOGY

Research Design

The study adopted a survey research design which is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representatives of the entire group. This research design was chosen for this study as it is descriptive in nature, serving the purpose of collecting detailed factual information that described the nature of existing patterns of implementing primary P.E. curriculum. With this design, a possible comparison of global implementation parameters and the specific implementation strategies as they effect Edo State Primary Physical Education was made.

Sample and Sampling Technique

The primary schools in Edo State were clustered by senatorial districts, that is, North, Central and South, using simple random technique (ballot method). A total of 210 primary schools were chosen. They were further stratified into public (63.3% = 133) and private (36.7% = 77) primary schools. Purposive sampling technique was employed in selecting 63 respondents from each of Edo North and Central districts while in Edo South senatorial district, a total of 84 respondents were selected. The sample comprised 191 games masters/mistresses and 19 head teachers/assistant head teachers. This sample was obtained from the fact that only one respondent was utilized for data collection per school.

Research Instruments

Questionnaire, oral interviews and personal observations were the instruments used for data collection in the study. The instruments (questionnaire, interview question guide and observation checklists) were validated by three P.E. experts drawn from the Department of Physical and Health Education, University of Benin, Benin City Nigeria. Based on the scrutiny and critique of the experts, the final draft of the research instruments deemed to have certified content validity were obtained. The reliability of the instruments was established by a test-retest method. Pearson formula was applied in reliability determination which yielded a coefficient of 0.8 which was interpreted as high reliability.

Administration of the Instrument

A total of 210 questionnaire forms were administered and all were retrieved from the respondents. An oral interview guide was designed to buttress the information supplied by the questionnaire, in terms of numerical strength of the schools, qualifications of available P.E. personnel, reflection of P.E. on the school time table, category of teachers handling P.E. in the schools, the existence and quality of P.E. syllabus/curriculum, the instructional methods used and factors affecting the teaching of P.E. in the schools. The researchers engaged in personal observations using checklists which dealt with availability or non-availability of P.E. facilities and equipment as well as storage of facilities for P.E. equipment and supplies.

Method of Data Analysis

Frequency counts and simple percentages were used in analyzing the data gathered for the study.

Results

The results of the study are presented in tables 1-6.

Table-1
Availability and Quality of P.E. Syllabus/Curriculum

| Syllabus/curriculum | Type of Primary School | | |
|--|------------------------|-----------------|----------------|
| | Private N=77 | Public N=133 | Total N=210 |
| Availability Yes | 13 (6.2) | 27 (12.9) | 40 (19.1) |
| No | 64 (30.4) | 106 (50.5) | 170 (80.9) |
| Those that responded in the affirmative: | N=13 | N=27 | N=40 |
| Adequate and comprehensive enough | 1 (2.5) | - | 1. (2.5) |
| Quality | | | |
| Inadequate and lacks focus | 2 (5.0) | 3 (7.5) | 5 (12.5) |
| Moderately alright determined by teachers wishes and interests | 10 (25.0) | 9 (22.5) | 19 (47.5) |
| | - | 15 (37.5) | 15 (37.5) |

Figures in Parenthesis are percentages.

Table 1 shows that 13 (6.2%) respondents from private and 27 (12.9%) from public primary schools indicated that their schools had P.E. syllabus/curriculum. However, a substantial number of the respondents from both

private (64=30.4%) and public (106=50.5%) primary schools revealed that their schools had no P.E. syllabus/curriculum.

As regards the quality of the available P.E. curriculum/syllabus, it was revealed that no respondent from public primary schools attested to its adequacy and comprehensiveness while on 2.5% respondents from private schools credited its high quality in terms of adequacy and comprehensiveness. A total of 2 (5.0%) respondents from private and 3 (7.5%) from public primary schools indicated that the available curriculum/syllabus lacked focus. However, 10 (25%) respondents from private and 9 (22.5%) from public primary schools asserted that the available curriculum/syllabus was moderately alright. Nevertheless, 15 (37.5%) respondents from the public primary schools claimed that the operation of the existing curriculum/syllabus was determined by the teachers' wishes and interests.

Table 2
Reflection of P.E. on the School Time table

| Variable | Type of primary school | |
|--|------------------------|----------------------|
| | Private, N=77 | Public, N=133 |
| Reflected on the time table at all: | | |
| Yes | 38 (49.4) | 133 (100) |
| No | 39 (50.6) | - |
| Reflected as: | N = 38 | N = 133 |
| Physical Education (P.E) alone | 10 (5.8) | 131 (76.6) |
| Health Education (HE) alone | - | - |
| P.E. and H.E. combined | 24 (14.0) | 2 (1.2) |
| P.E. integrated in other subjects | - | - |
| Recess activities/period | 4. (2.3) | - |
| How often P.E. is reflected on the time table | Private, N=77 | Public, N=133 |
| None | 39 (50.6) | - |
| Once | - | - |
| Twice | 27 (15.8) | 56 (32.7) |
| Thrice | 11 (6.4) | 77 (45.0) |
| Four times | - | - |
| Every working day | - | - |

Figure in parenthesis are percentages.

Table 2 shows that in the public primary schools, 133 (100%) representing all the respondents stated that P.E. was being reflected on the time table. However, in private primary schools, almost half of the respondents 38 (49.4%) indicated that it was being reflected as against 39 (50.6%) that refuted the claim.

On the nature of the reflection on the time table, 131 (76.6%) respondents from the public schools indicated that it was being reflected as P.E. alone while 2 respondents (1.2%) claimed that it was reflected as physical and health education combined. In respect of the private schools, 24 (14.0%) respondents revealed that it appeared on the time table as a double subject (P.E. and H.E. combined), 10 (5.8%) reported that it was reflected as P.E. alone while 4 (2.3%) pointed out that recess activities or periods were observed as P.E. lessons. In both categories of schools, P.E. does not replace H.E on the time table and vice versa.

In terms of the frequency of P.E. reflection on the school time table per week, 77 (45.0%) and 56 (32.7%) respondents from public primary schools reported that it appeared thrice and twice respectively. For the private schools, out of 38 that affirmed its reflection on the time table, 11 (6.4%) and 27 (15.8%) respondents attested to its appearance thrice and twice respectively. It should be remembered that 39 (50.6%) respondents from the private schools had already indicated that P.E. does not appear on their time table at all, thus need not call for the frequency of its reflection therein.

Table 3
Quantity of P.E. Personnel

| Number of P.E. Teachers per school | Type of Primary School | | |
|------------------------------------|------------------------|-----------------|-------------------|
| | Private N=77 | Public N=133 | Total N=210 |
| None | 62 (29.5) | 46 (21.9) | 40 (19.1) |
| One | 9 (4.3) | 55 (26.2) | |
| Two | 6 (2.9) | 28 (13.3) | |
| Three | - | 4 (1.9) | |
| More than three | - | - | |
| Total | 36.7% | 63.3% | 210 (100%) |

Figure in parenthesis are percentages.

Table 3 shows that a total of 108 (51.4%) primary schools comprising 62 (29.5%) private and 46 (21.9%) public schools had no P.E. teachers. Out of 102 (48.6%) schools that had P.E. teachers, 64 (30.5%) operated with one P.E. teacher each, 9 (4.3%) private versus 55 (26.2%) public while 34 (16.2%) schools

enjoyed the services of two P.E. teachers each, 6 (2.9%) private versus 28 (13.3%) public. However, only 4 (1.9%) public primary schools were blessed with three P.E. teachers each. No private primary school had more than two P.E. teachers and the maximum number of P.E. teachers in a school in the public primary schools was three.

Table 4
Category of Staff responsible for teaching/handling P.E.

| Category | Type of Primary School | | |
|---|------------------------|-----------------|----------------|
| | Private N=77 | Public N=133 | Total N=210 |
| Any teaching staff | 43 (20.5) | 46 (21.9) | 89 (42.4) |
| Supervisory personnel | - | - | - |
| Physical education specialists | 7 (3.3) | 24 (11.4) | 31 (14.7) |
| Community resources personnel | - | - | - |
| Health education specialists | 4 (1.9) | 8 (3.8) | 12 (5.7) |
| Sports coach | 1 (0.5) | - | 1 (0.5) |
| Physical and Health education specialists | 22 (10.5) | 55 (26.2) | 77 (36.7) |
| Staff Qualifications | n=77 | n=33 | n=210 |
| Teachers' Grade II Cert./WASC/ SSC/GCE | | | |
| Diploma/OND in P.E. | 25 (11.9) | 8 (3.8) | 33 (15.7) |
| Diploma/OND in other subject areas | | | |
| N.C.E. (P.E) | 2 (1.0) | 16 (7.6) | 18 (8.6) |
| N.C.E. (Non. P.E. subjects) | 8 (3.8) | 20 (.5) | 28 (13.3) |
| Degree (e.g. BSc/B.Ed) in P.E. | 4 (1.9) | 31 (14.8) | 35 (16.7) |
| Degree in other subject areas | 34 (16.2) | 51 (24.3) | 85 (40.5) |
| Other (specify) e.g. F.S.L.C., masters | 1 (0.4) | 2 (1.0) | 3 (1.4) |
| degree | 2 (1.0) | 5 (2.4) | 7 (3.4) |
| | 1 (0.4) | - | 1 (0.4) |

Figures in parenthesis are percentages.

Table 4 reveals that in private primary schools, 43 (20.5%) respondents as against 46 (21.9%) in public primary schools attested to P.E. being handled by any teaching staff. Those that claimed that P.E. was being handled by P.E. specialists were 7 (3.3%) from private and 24 (11.4%) from public primary schools. In private and public primary schools, health education specialists also handled P.E. as revealed by 4 (1.9%) and 8 (3.8%) respondents from private and public primary schools respectively. Those that specialize in double major (P.E.

and H.E.) also handle P.E. in private and public primary schools as reported by 22 (10.5%) and 55 (26.2%) respondents respectively. It was also indicated that in a private primary school, one staff referred to as a coach handles P.E.

In respect of the academic qualifications of those that handle P.E., 25 (11.9%) in private primary schools reported that those who hold Teachers' Grade II Certificate or Senior Secondary School Certificated or its equivalent (General Certificate of Education Ordinary Level, West African School Certificate) are responsible for teaching P.E. in private and public primary schools in the area under study. Those that hold diploma (or Ordinary National Diploma – OND) in P.E. handle P.E. in both private and public primary schools as testified by 2 (1.0%) and 16 (7.6%) respondents from private and public primary schools respectively. Those specializing in other subject areas possessing diploma certificates also handle P.E. as reported by 8 (3.8%) and 20 (9.5%) respondents from private and public primary schools respectively. The bulk of officers handling P.E. in both private and public primary schools were holders of the Nigeria Certificate in Education (N.C.E.) with 38 (16.8%) in private and 82 (39.1%) in public primary schools attesting to the assertion. The limited number of holders of first degree certificates handle P.E. in primary schools following the revelation by 3 (1.4%) and 7 (3.4%) respondents from private and public secondary schools respectively. In one private primary school, one person handling P.E holds only the First School Leaving Certificate (F.S.L.C) and he was being called a sport coach.

Table 5
P.E. Instructional Patterns

| Approach | Type of Primary School | | |
|---|------------------------|-----------------|----------------|
| | Private N=77 | Public N=133 | Total N=210 |
| Organized P.E. theory alone | 10 (4.8) | 31 (4.8) | 41 (19.6) |
| Organized P.E. practical alone | - | 28 (13.3) | 28 (13.3) |
| Organized P.E. theory and practical combined | 42 (20.0) | 52 (24.8) | 94 (44.8) |
| No specific method but relies on intramural programme | 21 (10.0) | 20 (9.5) | 41 (19.5) |
| P.E. integrated in teaching other subject | 4 (1.9) | 2 (1.0) | 6 (2.9) |

Figures in parenthesis are percentages.

Table 5 reveals that organized P.E. theories and practicals in combined form were the most favoured approach to the handling of P.E. in private (42.20%) and public (52=24.8%) primary schools. Organized P.E. practical alone was not in use in private primary schools. Integrating P.E. in the teaching of other subjects recorded very little patronage in both private (4=1.9%) and public 2=1.0%) primary schools. Almost equal numbers of respondents in private schools testified that their schools rely on intramural programme rather than using specific method of teaching P.E. in the schools. Nevertheless, 10 (4.8%) respondents from private primary schools as against 31 (14.8%) from public schools asserted that P.E. is being organized in theoretical form alone.

Table 6
Factors

| Militating Factors | Private school N=77 | | Public school N=133 | |
|--|------------------------|---------|------------------------|---------|
| | % | Ranking | % | Ranking |
| Lack of funds | 26.0 | 1 | 10.3 | 5 |
| Inadequate number of P.E. teachers | 10.4 | 4 | 21.8 | 1 |
| Lack of/inadequate P.E. facilities and equipment | 19.5 | 2 | 14.3 | 3 |
| Unqualified/non specialist teachers handling P.E. | 13.6 | 3 | 15.8 | 2 |
| Lack of incentives/motivation from government | 9.1 | 5 | 1.5 | 11 |
| Public misconception of P.E. | 3.9 | 8 | 2.3 | 10 |
| P.E. specialists being drained into other subjects | 5.1 | 7 | 3.0 | 9 |
| Lack of primary school P.E. curriculum/syllabus | 2.2 | 10 | 11.0 | 4 |
| Lack of storage facilities for P.E. equipment and supplies | 1.3 | 11 | 9.0 | 6 |
| Lack of supervision/maintenance of available | 2.6 | 9 | 6.5 | 7 |
| P.E. facilities and equipment | 6.3 | 6 | 4.5 | 8 |
| P.E. not being an examinable subject | - | - | - | - |

Table 6 shows that respondents from private primary school rated lack of fund, inadequate P.E. facilities and equipment and unqualified/ non-specialist teachers handling P.E. as the three most militating factors against effective implementation of P.E. programmes for the UBE scheme in the primary schools. Those respondents from public primary schools ranked, in their influencing order,

inadequate number of P.E. teachers, unqualified/non-specialist teachers handling P.E. and lack of or inadequate P.E. facilities and equipment as the most limiting factors for effective handling of P.E. in the primary schools. However, while respondents from private primary schools viewed lack of storage facilities for P.E. materials, lack of P.E. curriculum/syllabus and lack of supervision/maintenance of available facilities and equipment as inconsequential, those from public primary schools regarded lack of incentives or motivation from government, public misconception of P.E. and P.E. specialists being drained into other subjects as insignificant factor to adversely affect the handling of P.E. programmes in primary schools.

DISCUSSION

The major problems and issues treated in this paper are in accordance with the major concerns and issues in elementary physical education postulated by Siedentop (1994) which are in the areas of time, specialist teachers, facilities, developmentally appropriate practices, and curricula.

P.E. CURRICULUM

Curriculum is regarded as a blue print or a theoretical framework for organizing knowledge for instruction which guides teachers in handling any subject area in the school programme. For any school to operate without a curriculum of a subject area as reflected in table 1 where a substantial number of respondents indicated that their schools had no P.E. curriculum is ridiculous. This situation is akin to a farmer going to work in the farm without farm implements.

Having a curriculum in a subject area is one thing and developing a suitable syllabus out of it is another vital thing which requires expertise input. A situation that exists in primary schools in Edo State in which non – specialists in P.E. handle P.E. is a matter for concern. This has more implication since table 1 indicates that the operation of the existing primary school P.E. curriculum/syllabus in Edo State was determined by the teachers' wishes and interests.

TIME FOR P.E.

In Nigeria, the laws supporting P.E. in the primary schools, are typically weak, often allowing "recess" to count, and more often than not making P.E. the responsibility of an already over burdened classroom teacher. Accomplishing the goals of a high – quality P.E. programme for children requires time (Seidentop, 1994). Table 2 shows that 171 (81.4%) respondents attested to the fact that P.E. is always reflected on the school time table. Those that refuted its reflection on the time table are entirely 37 (50.6%) from the private schools.

The reason for such lapse in private primary schools may be associated to cost-effective implication. It should be emphasized that neglecting P.E. in primary school system is a negation of provision of one vital element required for child development. Despite the reflection on the time tables, it was claimed that it was being taught not more than twice or thrice per week, typical for 30 minutes per lesson. Surprisingly, however, those attesting to its being reflected on the time table often count recess as P.E. or described what is supposed to be done rather than what is actually done. Therefore, the implication is that the P.E. time/period rules are seldom enforced, and many teachers either meet the rule only partially or in some cases disregard it entirely.

Akintude (2001) indicated that it is not enough to provide for P.E. in the school curriculum and on the time – table without creating enough time for it. He further asserts that unless primary school teachers are given more periods on time table to expose their pupils to the actual learning and practice of P.E. activities through regular classes, the national efforts towards sports development will not have a sound foundation.

It was generally revealed that P.E. was being taught in some schools under the banner of Physical and Health Education combined. This misleading situation is likely to undermine the legitimacy of health education (or P.E.) as a separate subject (Agwubike and Igumber, 1997). We should be reminded of Nixon and Jewett's (1974) warning that "a formal course in health education should not be regarded as physical education vice versa since, according to Bucher (1979) "health, and physical education are not synonymous and their activities are different.

PRIMARY SCHOOL P.E. PERSONNEL

The traditional primary school in Nigeria (Edo State inclusive) is organized around the self-contained classroom, in which one teacher provides instruction in all the subjects. Table 3 shows that over half of the respondents ((51.4%) indicated that their schools had no P.E. teachers while another sizeable percentage (30.5%) reported that each of their schools had one specialists P.E. teacher. The situation is more acute in private primary schools in Edo State. The present study revealed findings that are in consonance with what Daughtery and Woods (1976) reported as being operational in the United States of American elementary schools a few decades ago. They stated that 'the classroom teacher was responsible, with or without assistance, for the instruction in physical education, in addition to teaching other subjects. The result of the present study reveals similar trend in the Nigerian primary schools. It is only in two schools that it was discovered that specialist teachers in P.E. who operate as 'floating' teachers

relieve the classroom teachers of the instructional responsibilities in P.E. the issue here is clear. Most primary school classroom teachers have had only one course in P.E. methods as part of their teacher preparation. They are not well prepared to teach P.E. Unfortunately, however, some teachers who specialize in P.E. were reported to have abandoned the teaching of P.E. for reasons best known to them and decided to show more interest in other subject areas. This is an unfortunate development which does not augur well for the development of P.E.

Siedentop (1994) asserts that children clearly benefit more from specialist teaching than from instruction given by the classroom teacher "who operates as Jack of all trade". It is clear that primary P.E. will take a major step forward when each primary school has at least one specialist physical educator. This is a far fetched dream for Edo-State primary schools for the UBE. Others states in Nigeria are not better off in this respect.

It should be remarked that the use of holders of Teachers Grade II Certificate and other teachers who are not only non specialists in P.E but also unwilling to study further have really disregarded consideration for competence. Teachers who are faced with the reality of teaching and know that they are not competent will definitely be dissatisfied with their jobs. In effect, most primary school teachers in Edo State have no requirements for teaching P.E. other than general teacher certification credentials. This is a case for concern in the light of the current educational reform – UBE in Nigeria that requires solid foundation from teachers of proven expertise.

P.E. TEACHING APPROACHES

In table 5, it is much clear that organized theory and practical lessons were combined in private public primary schools in Edo State. It was indicated that in both types of schools no specific method of instruction (direct or indirect styles) was used for P.E. as teachers relied on the intramurals. It should be remarked that the intramural P.E and sports programme is among the basic programmes of P.E. in the school system. However, Ojeme (1997) warned that it should not replace instructional programme but should be an activity programme scheduled outside the instructional programme designed to provide opportunities for all pupils in the school to participate in physical activities of their choice. Most evidence suggests that, in the school setting, P.E is almost entirely practically based. The result of the present study which emphasized intramurals might have appreciated parading this notion in a divisive manner. We are 'doers' and performers, producing skill and the application of the skill to the conditions of the activity. The usual styles of teaching P.E. are the command style, problem solving and individual programming (Jagger, 1977, Ojeme, 1994). The theoretical aspect of P.E.,

however, would have to be enriched by a certain amount of chosen practical work; this also would be for intrinsic development. Obviously, theoretical knowledge is not sufficient for the full appreciation of an academic course in a practically based subject for which P.E. is noted. Thus, the professional work associated with teaching P.E. could be developed to include new approaches that movement studies could make in the primary school situation.

MILITATING FACTORS AGAINST EFFECTIVE TEACHING OF P.E

Table 6 shows that respondents from both private and public primary schools in Edo State recognize certain key factors as militating against effective handling of P.E. They include lack of funds, inadequate P.E. facilities and equipment, inadequate quantity and quality of P.E. personnel and divergence of opinions on the suitability of the curriculum. Any P.E. programme which has these factors militating against its pedagogy is likely to be poorly implemented. This revelation is not unexpected. Nevertheless, the highlighted factors present the enormous tasks facing proper and effective development of P.E pedagogy in our primary school system. That some factors are regarded as inconsequential is not surprising either since most primary school teachers operate in mediocrity, thus abusing and misusing instructional technology, yet claiming to be offering the best.

CONCLUSION

The various deficiencies existing in the instructional and practical aspects of P.E. in Edo State are being experienced in both private and public primary schools, though with a greater share by the private schools. Since several vital human and material requirements are lacking, reforms in this direction call for the re-definition and re-positioning of P.E. by educational planners, administrators and curriculum implementers for a better UBE scheme functionally.

A situation in which groups of P.E. specialist teachers can work together, each teaching those activities for which he or she is best prepared, is being advocated for Edo State primary schools. And this situation might some day become the norm for primary schools everywhere in Nigeria is the hope behind the movement for high – quality, daily P.E. for the UBE in Nigeria.

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ADULT EDUCATION AND ECONOMIC DEVELOPMENT

By
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ABSTRACT

The primary role of adult education in developing countries is to help man, woman and youth make the best of life. In developing countries, the role of adult education is very significant. It provides education and training for those adults who have never had an opportunity of schooling. Through effective political education, citizen can be helped to learn how to discuss political questions, to evaluate government decision and to help promote reforms that are in the public interest.

This paper focuses on the importance of adult education and its significance in the economic development of the nation.

According to Bertelsen (1974), "adult education is any learning experience designed for adults irrespective of content, level and methods used." Adult education embraces all forms of educative experiences needed by men and women according to their varying interests and requirements, at their different levels of comprehension and ability, and in their changing role and responsibilities through their life.

The perspective of adult education is actually a new way of describing the very old process of education. Different terms like non-formal education, out of school education, continuing education, community education and life-long education are being used. All the terms are covered under adult education. It was not until the 1950s, when adult education was beginning to be recognized as a discrete and serious branch of education in Europe and North America, and some note was being taken of the contribution which it could make to the development of developing countries.

For effective nation building, all citizens need political education. Pakistan, in the efforts to create a democratic and Islamic society, must educate its citizens at all levels of its basic ideas and political principles. Another role of adult education is to provide vocational education for pupils who leave primary and secondary school, and even to adults. In some developing countries, such as Tanzania, Sri Lanka and Kenya, the vocational education is taught after an

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individual leaves schools. Initially, it includes training to develop manual skills to maintain, repair and make simple tools and equipment used in farming, village industries and at homes.

Some training in handicrafts to supplement one's income is also provided with an emphasis on using local material and resources. Moreover, the adult education is playing an important role in promoting trade like carpentry, tailoring, brick-lying, simple metal working and masonry. Pakistan has 30 percent literacy rate. According to present estimates, we have more than 40 million illiterates to which about one million are being added each year owing to the fast growing population and limited access to formal education, particularly at the first level (grade I-V).

This is considered to be a handicap in achieving the developmental goals necessary for the national objectives of providing facilities to every citizen of the country. The adult education programmes should be implemented by the local government and the social welfare department. The education department should be cooperate by providing teachers, services and facilities, such as school building, furniture, teaching aids etc.

The process includes initial contacts with proposed villages through field departments/agencies, baseline and assessment survey of the target villages, selection of teachers and learners, development of methodology, curriculum and materials, in service of the teachers, supervision of class, contribution by villages, programme evaluation and development of follow up materials.

The field department agencies should be fully involved during various stages of the programmes/projects. There is a need to select randomly some villages for the first cycle. The instructional programme should consist of: (a) functional education component; (b) literacy component; and (c) skill orientation component. The programme should generate enough interest in the area in cooperation with the local village leaders.

Initial contacts with and selection of target villages should be made and needs assessment reports be prepared. Then instrumental programmes be developed. The functional education programmes should be aimed at three groups namely: (1) professionals and sub-professional; (2) literate individuals – employed or seeking employment, desirous of gaining more knowledge; and (3) illiterate.

Vegetable growing courses should be offered twice a year, once in winter. These should be supplemented by Radio and TV lessons. Courses in poultry, sheep and goat farming should also be planned, designed and written. Courses should also be designed for man and woman to learn and gain significant functional knowledge and insight in the subject, like health and nutrition, budgeting and savings, childcare and family planning, growing vegetables and basic agricultural practices.

The overall should be devising of effective methods of assisting children, young people and adults in the rural areas to integrate them into economic, social and cultural development in the country. Prime objective should be the development of closely linked educational programmes related to the realities of national curricula.

The adults are mature people and have different psychology than that of children's. The adult educators should not necessarily be expert in pedagogy, rather they should be expert in androgogy. The word androgogy derived from the stem of Greek word aner, meaning man. It is not a new word, it was used in Germany as early as 1833 and has been used extensively during the last decade in Yugoslavia, France and Holland. James (1983) advised the following set of basic principles of adult learning after a team of researchers had undertaken a search of articles; research reports dissertations and textbooks on adult learning:

1. Adults maintain the ability to learn.
2. Adult are highly diversified groups of individuals with widely different preferences, needs, backgrounds and skills.
3. Adults experience a gradual decline in physical/sensory capabilities.
4. Experience of the learner is a major resource in the learning situation.
5. Self-concept moves from dependency to independency as individuals grow in responsibilities, experience and confidence.
6. Adults tend to be life centered in their orientation to learning.
7. Adults are motivated to learn by a variety of factors.
8. Active learning participation in the learning process contributes to learning.
9. A comfortable supportive environment is a key to successful learning.

Adult education must realize that adults are different from children and that the same techniques used in teaching children are not necessarily effective with adults, although many of the methods are highly effective. Indeed, the adults are workers, parents, and shapers of a Nation. They are constantly evolved in

change. They are not only capable of influencing the future, but they are also capable of changing the present.

Simply appointing people for the job without having any knowledge of the concern field, will not serve the purpose rather it will lead to total failure of the system. To make the adult-education programme a success, the authorities should give top priority to the training of the adult educators.

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MEASUREMENT OF PERSONALITY AN OVERVIEW

By

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ABSTRACT

“Personality Assessment” and “Personality Testing” are the terms often used as synonyms to personality measurement. Personality assessment may be defined as the process of quantifying influences that explain a person’s behavior in a specific situation (Krug, 1992: p. 989). The field of personality assessment is very broad because the set of possible influences and the set of possible situations are both limitless. Although the term “personality” may be taken in a broader sense, personality testing involves measurement of non-intellectual aspects of behaviour. According to Page and Thomas (1979: p. 263), personality measurement is the “study of testing and investigation of personality, using qualitative and quantitative measurements of various aspects of personality. e.g. character, attitudes, values, interest, neuroticism, extroversion-introversion.” The tests devised for this purpose are called Personality Tests. Shafritz et al (1988: p. 349) define personality test as a test designed to measure any of non-intellectual aspects of an individual’s psychological disposition. It seeks information on a person’s motivations and attitudes as opposed to his or her abilities. Generally, these tests are related to a theory regarding the structure of personality and therefore attempt to measure the traits or characteristics specified by the theory. (Wittig, 2001: p. 199). The objectives of personality tests are different from intelligence test or achievement test. Morgan (1997: pp. 546-547) points out that “personality testing does not involve levels of success or even ‘right’ or ‘wrong’ answers; its objective is not to gauge how successful a person will be but, rather, what the person is usually like in thoughts, feelings, and behaviour patterns.” Personality tests may serve a variety of purposes. The psychologists may use personality testing for

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different purposes such as personnel selection; identification of psychological disorders, measurement of anxiety level etc and this article defines different methods for measuring personality, important factors influencing ratings, characteristics of good personality measures, taxonomy of personality and also how the personality tests are applicable in educational fields will also be discussed in this article.

INTRODUCTION

Early psychological investigations of personality were tied closely to the study of psychopathology; many of the major developments in personality assessment can be traced back to such researches. (Murphy and Davidshofer, 1998: p, 43) The link between personality testing and the assessment of psychopathology has remained throughout the history of personality measurement. Modern psychology emerged in late nineteenth century, but it initially did not take into account the concept of individual differences, with which personality assessment is closely linked. Sir Francis Galton and other scientists realized that the behaviour could be predicted more precisely if the individual differences instead of the general laws were studied. (Krug, 1992: p, 989) Murphy and Davidshofer (1998: p, 43), discussing the historical foundations of personality measurement, observe that the development of objective measures of personality has many parallels to contemporary developments in intelligence testing. In the later stages of World War I, it was recognized that psychological assessments might be useful in predicting and possibly alleviating the cases of 'shell shock' or 'war neurosis'. Woodworth developed the Personal Data Sheet, a self-report questionnaire, in an effort screen out individuals highly susceptible to shell shock.

The most outstanding application of the method suggested by Woodworth is the Minnesota Multiphasic Personality Inventory (MMPI). The MMPI was developed in the late 1930s and early 1940s in an attempt to provide an objective aid for the diagnosis of psychopathology. The decade following World War I witnessed a development of several projective measures of personality. Probably the earliest projective method was about the free verbal association popularized by Carl Jung. The most widely known projective technique was developed by Rorschach (1921), who used subjects' responses to inkblots as a diagnostic tool. Other projective methods developed during this decade included the sentence completion technique and the use of children's drawings in the assessment of personality. Later decade would see continuing development of projective methods, such as Thematic Appreciation Test (TAT). The theories of personality developed in 1930s and 1940s influenced the personality psychologists to develop

measures that were broader than those concerned exclusively with psychopathology. Early factor-analytic research on personality provided the conceptual basis for several modern multiple factor personality inventories. These inventories attempted to describe multiple aspects of personality that were relevant to everyday life, as well as to understanding of psychopathology. Perhaps the best example of a broad, integrated attempt to describe and assess personality is the work of Murray. Murray stressed a holistic view and used multiple measures to study individuals' perceptions, cognitions, emotions and actions, and form an integrated assessment. (Murphy and Davidshofer, 1998: p. 44).

1) Methods of Personality Measurement

In order to measure the personality, different methods may be used. With reference to Cattell (1957), Krug (1992: p. 989) suggest that there are only three ways to find out about people: study them directly (observational methods), ask others about them (rating methods), or ask them about themselves (self-report methods). Each method has certain strengths and limitations. These methods are briefly discussed below.

a) Direct Observation

The direct observation approach to studying people emphasizes recording behaviour directly, often under tightly controlled, even laboratory-like conditions (Krug, 1992: p. 989). In the process of observation, sometimes the individual even may not realize that observation is taking place. One-way mirror, for example, may be used to see through the activity of children for recording their behaviour i.e. aggressiveness, cooperation etc. In some situations, observer's presence may be in the notice of individual. For instance, the clinicians, during interview are not only interested in answers to questions, but also assess the emotional reactions of the individual. Cronbach (1970: p. 599) holds that a distinction must be made between observations intended to be a representative sample of behavior and observations in a standard situation. The former estimates typical behavior from situations occurring in daily life; the situations may and usually will differ for different persons. The latter observes every subject's reaction to a fixed situation.

Dimensions of Observational Procedures

Direct observation is normally considered to be the most objective and scientific method of collecting data. But objectivity is dependent on many factors. Wiggins (1973) has discussed several dimensions, which may affect the observational procedures. These dimensions are: setting, observer, instrument, occasion, and attribute. Of them, each may be a potential source of distortion in observations.

a) **Setting**

Assessment setting can be natural or tightly controlled. For example, teacher may observe his students in natural classroom setting and students may be totally unaware of the assessment. In contrast, an individual intelligence test is administered in a tightly controlled setting and the individual is conscious of the assessment.

b) **Observer**

The observer's skill and training also matter in observational procedure. The observer must be clear about what to observe, how to observe, and how to record observations. It is highly recommended that the observer, before taking up the task, must undergo formal assessment training.

c) **Instrument**

The range of instruments used in direct observation varies greatly. As a result, the impact of instrument or method variance on direct observations varies as well (Krug, 1992: p. 989). For recording observations, the paper pencil device or some electro-mechanical devices may be used as instrument.

d) **Occasion/Time Span**

The time span over which recordings are made is another dimension that affects direct observations. Krug (1992: p. 990) maintains that "quantifying many important characteristics reliably in a brief span of time is difficult". It is due to the fact that the certain behaviour or activity to be observed may not occur or may not occur often enough to reliably assessed during the period of observation.

e) **Attribute**

The attributes or influences to be observed have a great impact on the methods of direct observation. Only external event such as behaviors and activities can reliably be recorded through direct observation. The observer cannot reliably assess the internal events such as beliefs, perceptions or goals, which may significantly influence adual behaviour.

b) **Rating**

Ratings are also called "peer reports". Rater methods represent a second approach to personality assessment. In this approach, people who know the individual being assessed provide the data (Krug, 1992: p. 990). Ratings are often used when the number of individuals to be assessed is larger as compared to the available time and resources. Ratings are generally thought to represent a practical compromise between the objectivity of direct observation and the subjectivity of self-report.

With reference to Costa and McCrae (1985), Krug (1992: p. 990) observes that ratings are sometimes used to provide a cross-check on self-reports. Ratings are highly useful when raters have had many opportunities to observe the person being assessed e.g. classroom teacher or parents. Since young children are unable to report effectively about themselves, ratings may represent the only reliable technique to assess different characteristics of young children e.g. attention disorder and other harmful conditions.

Important Factors Influencing Ratings

Like direct observation, many factors influence the reliability and validity of ratings. According to Krug (1992: p. 990), these factors are: qualifications of rater, the structure of the rating scales, the characteristics to be assessed, and the number of ratings on which an observation is based.

a) ***Qualification of Rater***

The qualifications and training of the raters will significantly affect the assessment. If a teacher and a parent are asked to rate a child for attention disorder, there would be great difference in their assessments. The teacher's report may be considered more reliable because he has much broader experience and the adverse effects of attention disorders are more likely to come forth in the classroom than in the home.

b) ***Structure of Rating Scale***

For maximum accuracy, the characteristics to be rated should be explicitly defined or behaviorally described. For example, emotional stability is difficult to observe or rate directly because it means different things to different people. Ratings on scales such "subject to violent outbursts", "cries easily", and "loses his/her temper frequently" are likely to produce less ambiguous results.

c) ***Characteristics***

Characteristics to be assessed should not be vague rather they should clearly be defined.

d) ***No. of Ratings***

Since every rating contains some error, two or more ratings may give somewhat reliable results. The error associated with one rating is unlikely to be correlated with the error associated with the second rating. As a result, these errors tend to cancel each other when multiple, independent ratings are combined.

c) ***Self-Report***

Self-report is certainly the most widely used and possibly the most widely criticized method of personality. According to Halonen and Santrock (1996: p. 560) "self-report tests assess personality traits by asking what they are: these tests

are not designed to reveal unconscious personality characteristics". Questionnaires containing statements to which the individual can respond with answers such as "yes", may be "no" or "true, false, cannot say" are self-report tests (Wittg, 2001: p.199). The typical personality questionnaire consists of a series of questions or statements e.g. "I enjoy working with others". The person usually selects an answer from a limited number of response options e.g. very often, seldom, sometimes etc. Responses to several independent but interrelated items are added to form a score on some psychological construct such as extroversion or anxiety.

Since people report about themselves, personality questionnaires offer a potentially broader range of assessment as compared to direct observation or ratings. Werner and Pervin (1986) studied the content of contemporary personality questionnaires and found that four categories or domains could be used to describe the assessment level of these items: cognitive (beliefs and opinions), affective preferences (likes, dislikes, and wishes), affective reactions (emotions), and behavioural (activities). Self-report is probably a more direct method of assessing the first three categories than is either observation or the rating method. Self-report measures, however, are criticized for being too easily manipulated, too transparent or too subjective. Some people undoubtedly still feel that questionnaires represent a time-saving but inadequate substitute for more in-depth methods of assessment, such as direct observation. But, direct observation and behavioural rating methods also have problems with reliability and validity. Krug (1992: p. 991) observes that structured personality inventories may well represent the best approach currently available to fairly and accurately measure underlying personality characteristics.

3) Characteristics of a Good Personality Measure

Murphy and Davidshofer (1998: pp. 44-46) have discussed the characteristics of a good personality measure along the two dimensions interpretability and stability.

1. Interpretability

Some personality tests attempt to measure a single, narrowly focused dimension; others attempt to measure several dimensions; and others attempt to measure a small set of a very general or global dimensions. The one important principle in evaluating the personality inventory is that the results must convey information about the individual that can be interpreted reliably by various users. In considering the interpretation of personality measures, a trade-off between the precision and breadth of the measure (sometimes called bandwidth-fidelity tradeoff)

must be kept in mind. Tests with broad statements may provide relevant information for understanding wide range of behaviours, but they also provide information that is vague and potentially unreliable. On the other hand, tests that measure one narrowly focused dimensions of personality provide precise, interpretable information that is relevant to only a particular subset of behaviour. Probably, the best compromises between bandwidth and fidelity is found in the multiple factor personality inventories that grew out of the work of Guilford, Catell, and others. These inventories represent one method of dealing with the inevitable tradeoff between the breadth of the domain being measured and the interpretability of test scores.

2. Stability

Stability may be defined in two different ways: First, there is stability of scoring rules which affects interjudge agreement. In general, objective measures have simple and significantly more stable scoring rules than are possible with projective measures. The second meaning of stability – stability across situations – refers to both the test scores and to the attribute being measured. It is critical to assess the degree to which a particular personality measure yields consistent scores across the range of situations in which it will be used. If all other things are equal, a personality measure that yields consistent scores across the entire range of situations normally encountered would be preferable to another measure that was completely situation bound. However, few measures are likely to be either completely impervious to situations or completely determined by situations. As a result, careful attention must be given to the range of situations in which a test will be used.

4) Taxonomy of Personality

Many personality psychologists believe that measurement of traits is the main of objective of personality test. But historically there has been disagreement about what traits to measure. Different theories of personality have emphasized different sets of traits and the same is true about different personality inventories. Until the 1980s, there was no broad agreement about what traits best summarized the domain of personality (Murphy and Davidshofer, 1998: p. 42). There is now some consensus that the domain of human personality can be characterized in terms of the five factors namely extroversion, emotional stability agreeableness, conscientiousness and openness to experience. Table 1 shows these factors which are often called “the big five”. These five factors are highly robust and have been replicated in a number of studies using different methods of measurement and in different linguistic and cultural groups. To measure these five factors, special

personality inventories such as Neo Personality Inventory developed by Coasta and McCrae (1992) are designed. Most importantly, several of these factor seem to be present in many inventories. Thus, this taxonomy provides a basis for organizing and comparing studies involving a wide range of personality inventories (Murphy and Davidshofer, 1998: p. 42).

As a matter of fact, this taxonomy is not universally accepted. There are still controversies over the meanings and the names of several of the factors, particularly the factor “openness to experience” the studies also shows that the factors (e.g. performance on job) not included in this taxonomy may be important predictors of personality. This taxonomy, however, is valuable in describing what personality inventories should measure and in helping to organize the previously fragmented body of research on personality.

Table 1
The Five Factor Model Personality

| Factor | Definition |
|-------------------------------|---|
| Extroversion | People high on this dimension are sociable gregarious, assertive, talkative, and active. |
| Emotional Stability | People low on this dimension are anxious, depressed, angry, emotional, embarrassed, and insecure. |
| Agreeableness | People high on this dimension are courteous, flexible, trusting, good-natured, cooperative, and tolerant. |
| Conscientiousness | People high on this dimension are dependable careful, thorough, responsible, hard-working, and persevering. |
| Openness to experience | People high on this dimension are imaginative, cultured curious, original, and artistically sensitive. |

Source: Murphy and Davidshofer (1998) "Psychological Testing-Principles and Application

5) **Implications of Personality Tests in Education**

Krug (1992: p. 991) has identified different uses of personality tests in educational settings, which are briefly given here.

1. **Diagnosis of Learning Problems**

Personality tests may help to identify the conditions that interfere with students' learning. For example, attention-disordered children present a variety of problems. Besides failing to benefit from instruction themselves, these children may affect the ability of other students to learn as well. Other conditions that have become early targets for personality

assessment, include anxiety, depression and other areas of emotional functioning.

2. Use in Career Counselling

Career counselling is an important activity in secondary schools. Personality test results help to identify patterns of preference and behaviour that are important factors in career satisfaction.

3. Selection of Employees

Other application of personality assessment within education includes employee selection. Through administration of personality tests, the administrators and teachers having appropriate personal characteristics can be selected.

4. Identification of Characteristics for Effective Leadership

In recent years, schools have increasingly focused on the leadership role of principle, superintendents and others involved in school administration. Personality assessment plays a significant role in identifying characteristics that contribute to a leader's success in various contexts and situations.

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MEDIA AGENDA AND PUBLIC BEHAVIOUR

By

*Dr. Muhammad Aslam Pervaiz**

INTRODUCTION

To find out the mass media effects on audience, has remained the matter of great interest for the researchers since beginning. In early days it was considered that mass media have some direct and short term effects, but later on the other findings rejected these and argued that mass media have long and indirect effect. This function of media has been given the name of "agenda setting".

The early communication researches were focused on attitude change rather than knowledge and awareness. The notion of minimal mass media effects of public opinion arose largely because researchers were looking for media-generated attitude change rather than media influence on the prior stages of awareness and knowledge.

This approach to the mass media/public opinion relationship has been labeled the agenda setting function of mass communication. It is an attempt to validity empirically. Walter Lippmann's assertion more than a half century ago that the mass media are responsible for public perceptions of reality, the "pictures in our heads".

The mass media are our primary sources of information about public issues. What mass media choose to report significantly influences what individuals learn about and respond to.

The mass media have been considered as effective medium to mould the public opinion. Being primary source of information the mass media's primary step is to divert and focus the attention of its relevant public towards some specific issues.

Many researchers have urged that changes in public agenda are caused through changes in media agenda. Our analysis concerns with newspaper's (Pakistan) news coverages and its impact on public agenda.

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Prevailing circumstances and events can also affect individuals concerns indirectly by determining the issues media pay attention to. For example when "Law and Order" rises, the media may devote more than to "law and order" and the public's concern for that issue may rises.

The negative role of media is also to divert the public from real problems facing the country. However, our study is confined to the impact of newspaper's news coverage on the public agenda for eight pre-selected national issues.

SIGNIFICANCE OF THE STUDY

The significance of this study lies in the fact that in Pakistan such sort of study is an initiative step in this regard. Through this study we will see either press builds agenda for public or public set agenda for the press.

The agenda setting hypothesis is important because it suggests that the mass media can have an impact on society that is alternative to attitude change. There is evidence that the media is shaping people's views of the major problems facing society and the problems emphasized in the media may not be the one that is dominant in reality.

For working journalists, the concept of agenda setting rise important questions of responsibility. The labels that journalists apply to the events can have an important influence on whether the public pay attention to the issues connected with the event.

In an election campaign, the media can also help to create a certain image for a candidate by playing up some personal characteristics and ignoring others.

For the enterprising reporter, the findings of agenda setting research also suggest opportunities, if the press typically does not cover significant happenings in proportion to their importance. It means there are probably important news stories waiting to be uncovered.

For the public relation practitioners, agenda setting suggests the importance of framing a policy in the right way in order to catch the public attention.

LITERATURE REVIEW

Researchers before McComb and Shaw, had stated some ideas that were very similar to the agenda-setting hypothesis. A rather direct statement of the agenda-setting idea appears in a 1958 article by Norton Long:

In a sense, the newspaper is the prime mover in setting the territorial agenda. It has a great part in determining what most people will be talking about, what most people will think the facts are and what most people will regard as the way problems are to be dealt with (Long, 1958).

Kurt Lang and Gladys Engel Lang also came up with an early statement of the agenda-setting ideas:

The mass media force attention to certain issues. They build up public images of political figures. They are constantly presenting objects suggesting what individuals in the mass should think about, know about, have feelings about (Lang and Lang, 1959).

Another statement of the agenda-setting idea is the following statement by Bernard Cohen about the power of the press:

It may not be successful much of the time in telling people what to think, but it is stunningly successful in telling its readers what to think about (Cohen, 1963).

An early sociologist, Robert Park, had suggested about the agenda setting in the following way:

The function of news is to create an awareness of issue rather than knowledge or attitude about issues, then it is important to look for media effects on public awareness (Robert Park, 1968).

Review of literature concluded that TV does have a considerable influence but newspapers are more effective in establishing agenda. The agenda setting hypothesis is important because it suggests a way that mass media can have an impact on society that is alternative to attitude change (Comstock, 1976).

There can be no denying that citizens are highly dependent upon the media for public affairs information. Changes in the level of media attention do indeed produce changes in public concern for national issues. (Mackven and Coombs, 1982).

The agenda setting technique is now being used in a variety of areas such as history, advertising, foreign news and medical news. In addition, increased attention is being paid to the methods involved. (Robert and Bachen, 1981). A more rewarding topic is media effects research than attitude formation and

change. What we would expect people to learn from the media is, much about issues including which ones are important (Clarke and Kline, 1974).

CONCEPTUAL DEFINITIONS OF CONCEPTS

1. Media Agenda

By media agenda we mean that what issues or problems are given preference by the media in its coverage.

2. Public Agenda

By public agenda we mean that what issues or problems are considered important by the public

OPERATIONAL DEFINATIONS

1. Media Agenda

The salience of an issue or other topic in the mass media influences its salience among the audience.

2. Public Agenda

Today much of the discussion has centered on the discussion between the intrapersonal agenda (what each individual considers personally mot important) and the inter-personal agenda (what each individual talks about most often with others).

HYPOTHESIS

1. The issues prominently displayed and frequently emphasized in the media will be regarded as important by the media consumers.
2. There is strong correlation between Media agenda and public agenda.

METHODOLOGY

Universe of the Study

The universe may be defined as the aggregate or sum total of the units from which samples are drawn for the purpose of testing. Gee Wilson has defined the universe as, "The entire group from which an important sample is chosen"

SAMPLING

Due to limited resources money and times involved in the study of the entire population, sample is drawn from it to minimize the consumption of resources in the project. Samples are drawn in such a way so that they are representative of the maximum number of the characteristics possessed by the population.

The universe of the present study comprises all the subscribers of Urdu national daily (Pakistan) in D.I. Khan City. About 150 respondents were chosen for the study. The universe was chosen with a view to reach maximum number of the units of the population. No restriction was made on sex and age group to inter in our samples. Therefore, our samples contain both male and female respondents from any of the age groups. One hundred and fifty questionnaires were distributed among the readers. Out of these 150 questionnaires only 100 were found the readers of "Pakistan".

PURPOSE OF THE RESEARCH

The purpose of the research is to search out for media effect over time as news coverage and public concern evolve. The present study is an effort on scientific grounds to measure the impact of news coverage on public concern. This study will also provide guideline for future researchers.

QUESTIONNAIRE

Questionnaire is a set of questions which are replied by the respondents. It is a best tool to collect informations. Tabulation, interpretation, analysis, conclusion and suggestions are carried out on the basis of data obtained with the help of questionnaire.

To investigate the issues highlighted by the media the content analysis of "Pakistan" from May 1 to June 7, 2001 is conducted. In the light of the findings, we arrange the eight issues of the level of national importance in a rank order. This study shows the agenda of "Pakistan" as:

| Rank Order | National Issues | No. of Stories |
|-------------------|------------------------|-----------------------|
| 1. | Law and Order | 98 |
| 2. | Accountability | 92 |
| 3. | Sectarianism | 74 |
| 4. | Crime | 70 |
| 5. | Kashmir Issue | 56 |
| 6. | Kalabagh | 51 |
| 7. | Corruption | 50 |
| 8. | Energy | 07 |

**Table No. 1
Demographic Data**

| Respondents | Gender | | Age Group | | | Marital Status | | Education | | | Occupation | | | |
|-------------|--------|--------|-----------|-------|-------|----------------|-----------|----------------|----------|---------------|------------|---------------|----------|-----------|
| | Male | Female | 20-39 | 40-49 | 50-59 | Married | Unmarried | Under-graduate | Graduate | Post Graduate | Student | Govt. Servant | Business | Any other |
| 100 | 81 | 19 | 88 | 9 | 3 | 43 | 57 | 33 | 29 | 38 | 34 | 23 | 33 | 10 |
| Percentage | 81% | 19% | 88% | 9% | 3% | 43% | 57% | 33% | 29% | 38% | 34% | 23% | 33% | 10% |

Table on personal Bio-data indicates that ratio of male reader is four times bigger than the female's, and out of this majority of the readers (88%) is of 20-39 years age group while readers with age of 40-49 are of small proportion (9% and 3% respectively). 43% of the readers are married while 57% are unmarried.

Educationally, majority of the readers (38%) are post graduate while 33% and 29% readers are under graduate and graduate respectively.

It is hoped that majority of the readers (34%) are students and the second majority is business class (33%). 23% of the readers are government servants while only 10% are having any type of employment.

**Table-2
Newspaper Reading Frequency**

N = 100

| Nature | Respondents | Percentage |
|--------------|-------------|------------|
| Regularly | 75 | 75% |
| Occasionally | 17 | 17% |
| Rarely | 8 | 8% |
| Never | 0 | 0% |

**Table-3
Newspaper you Read Most**

Total respondents = 150

| | Responses | Percentage |
|-------------|-----------|------------|
| Pakistan | 100 | 67% |
| Others | 30 | 20% |
| No Response | 20 | 30% |

Table-4
Time spent on Reading Newspaper

N = 100

| Time | Respondents | Percentage |
|----------------------|--------------------|-------------------|
| Less than 30 minutes | 24 | 24% |
| 30 to 59 minutes | 47 | 47% |
| 60 to 90 minutes | 22 | 22% |
| More than 90 minutes | 5 | 5% |
| Don't Know | 2 | 2% |

Table-5
Portion of Newspaper you Read Most

N = 100

| | Responses | Percentage |
|-------|------------------|-------------------|
| News | 16 | 16% |
| Views | 3 | 3% |
| Both | 81 | 81% |

Table-6
Categories of News you Read Most

N = 100

| Categories | Regularly | Occasionally | Rarely | Not at all |
|-------------------|------------------|---------------------|---------------|-------------------|
| Political | 65 | 23 | 11 | 01 |
| Economic | 18 | 28 | 38 | 16 |
| Crime | 42 | 37 | 15 | 06 |
| Sports | 26 | 36 | 28 | 10 |
| Religions | 18 | 44 | 33 | 05 |
| Socio-Cultural | 14 | 36 | 40 | 10 |
| Trade & Commerce | 07 | 08 | 34 | 51 |
| Entertainment | 56 | 26 | 13 | 05 |

Table-7
Categories of Views you Read Most

N = 100

| Categories | Regularly | Occasionally | Rarely | Not at all |
|-------------------|------------------|---------------------|---------------|-------------------|
| Editorials | 43 | 27 | 19 | 11 |
| Columns | 53 | 25 | 15 | 07 |
| Articles | 27 | 25 | 39 | 09 |
| News Analysis | 16 | 25 | 31 | 28 |

Table-8
Issues' Ranking According to Readers Importance

Total Respondents = 100

| Categories | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------------|----------|----------|----------|----------|----------|----------|----------|----------|
| Law and order | 33 | 26 | 11 | 15 | 11 | 2 | 1 | 1 |
| Accountability | 14 | 18 | 21 | 26 | 11 | 4 | 5 | 1 |
| Corruption | 33 | 24 | 24 | 11 | 3 | 2 | 2 | 1 |
| Kalabagh Dam | 5 | 6 | 7 | 5 | 6 | 34 | 21 | 16 |
| Energy | 0 | 4 | 1 | 5 | 10 | 13 | 22 | 45 |
| Sectarianism | 4 | 7 | 16 | 16 | 20 | 16 | 11 | 10 |
| Kashmir Issue | 6 | 2 | 5 | 10 | 11 | 17 | 27 | 22 |
| Crime | 5 | 13 | 15 | 14 | 26 | 12 | 11 | 4 |

To prove the importance of issues, we have measured the first four responses of respondents. According to this method, we have arranged the issues according to the readers' order of importance.

On the basis of this table, the readers arranged the issue according to their importance as follow:

1. Corruption
2. Law and Order
3. Accountability
4. Crime
5. Sectarianism
6. Kalabagh Dam
7. Kashmir Issue
8. Energy

Table-9
How often do you usually discuss the Following Issues with your Friends and Colleagues?

N = 100

| Issues | Very Freq | Freq | Less Freq | Not at all |
|----------------|------------------|-------------|------------------|-------------------|
| Law and Order | 43 | 30 | 23 | 04 |
| Accountability | 33 | 34 | 20 | 13 |
| Corruption | 59 | 31 | 07 | 03 |
| Kalabagh Dam | 11 | 15 | 44 | 30 |
| Energy | 12 | 12 | 34 | 42 |
| Sectarianism | 21 | 37 | 29 | 13 |
| Kashmir Issue | 08 | 22 | 44 | 26 |
| Crime | 32 | 42 | 20 | 06 |

Comparison between the Agenda of "Pakistan" and its Readers

Agenda of "Pakistan"

Reader's Agenda

| | | | |
|----|----------------|----|----------------|
| 1. | Law and Order | 1. | Corruption |
| 2. | Accountability | 2. | Law and Order |
| 3. | Sectarianism | 3. | Accountability |
| 4. | Crime | 4. | Crime |
| 5. | Kashmir Issue | 5. | Sectarianism |
| 6. | Kalabagh Dam | 6. | Kalabagh Dam |
| 7. | Corruption | 7. | Kashmir Issue |
| 8. | Energy | 8. | Energy |

Comparison between the agenda of "Pakistan" and agenda of readers shows that both the agenda are strongly correlated on the issues of "Crime", "Kalabagh Dam" and "Energy". There is a close correlation between the two agenda on "Law and Order" and "Accountability". There is also a weak correlation between the two agenda on "Sectarianism" and "Kashmir Issue" while there is a big variance between the two agenda on "Corruption".

This indicates that in most of the time, the agenda of the paper has influenced the agenda of the readers. Similarities between the two agenda given indication that the readers start to think about the issues prominently displayed and frequently emphasized by the media.

FINDINGS

The tabulated responses reveals that ratio of male readers is four times bigger than the female and majority of them (88%) are in the age group of 20-39. majority of the respondents are students and businessmen with the percentage of 34 and 33 respectively. 38% of the respondents are post graduate, 29% graduate while 33% are under graduate. The ratio of married and unmarried readers is 43 and 57 respectively.

It is worth mentioning that on the basis of simple random sampling technique 150 questionnaires were distributed out of which 100 were located to be the readers of daily "Pakistan".

Out of these, 75% were regular readers, 17% read the newspaper occasionally while only 8% read the newspaper occasionally.

Tabulated analysis further shows the majority (67%) read "Pakistan" and 20% read other newspapers.

Among the "Pakistan" readers, majority (47%) read the news paper 30 to 59 minutes. Only 5% respondents read the newspaper more than 90 minutes.

A big majority (81%) read both the news and views of the daily "Pakistan". 16% of the readers read news while only 3% read the views i.e. editorials, columns, articles etc.

The respondents were given the list of the important national issues to rank them due to their importance.

The analysis of the table of readers' agenda reveal that the readers start to think about those issues discussed in the press. It is also an indication that the issues prominently displayed and frequently emphasized in the mass media are also considered important by the media consumers.

Through and critical analysis of both the agenda, we are in a position to locate strong correlation between the two agenda on the issues of "Crime", "Kalabagh Dam" and "Energy". There also exist a close correlation between the two agenda on the issues of "Accountability" and "Law and order". The comparison further shows that there is a weak correlation between the two agenda on "Sectarianism" and "Kashmir Issue". However, there is a big variance between the two agenda on a single issue i.e. "Corruption".

Our analysis gives a clue that correlation exists between the agenda of the press and its respective readers. However, the correlation is not a uniform one. The two agenda strongly agree on the importance of some issues but in some cases the agreement is some what weak. The list particularly fulfill our assumption that there is strong correlation between the agenda of the press and the agenda of its respective readers.

CONCLUSION

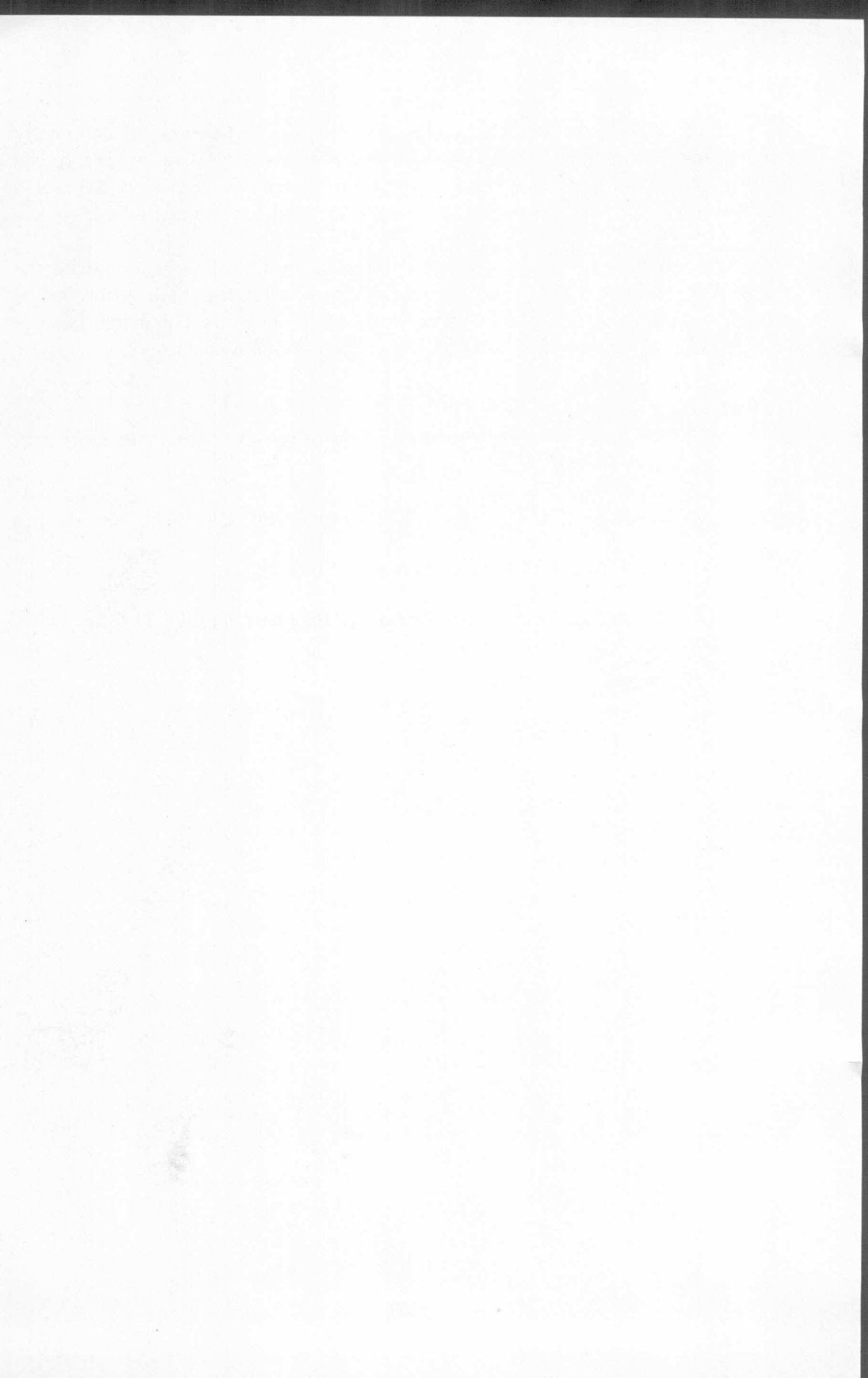
After analyzing the agenda of the daily "Pakistani" and its respective readers on the important national issues, our hypothesis is partially verified by the responses of the readers of the newspaper. We could locate a strong correlation between the agenda of the daily "Pakistan" and its respective readers on three national issues such as "Crime", "Kalabagh Dam" and "Energy". There is also a close correlation on the issues of "Law and Order" and "Accountability". While there is a weak correlation on the issues of "Secterialism" and "Kashmir Issue". However, there is a big variance between the agenda of the press and the readers on the issue of "Corruption" as the paper puts it on number 7 on its list of importance while the readers categories it as No.1.

Our hypothesis that the issues prominently displayed and frequently emphasized in the mass media will be regarded as important by the media consumers and that there is a strong correlation between the agenda of the media and agenda of its respective audience are partially verified through our study.

In conclusion, we can say that there are also other factors alongwith the media that influence the mind of readers in determining their priorities of important national issues. The future researchers should focus their scientific eyes on the factors other than media that influence the mind of readers.

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COGNITIVE LEVELS OF SECONDARY SCHOOL PHYSICS AND ITS IMPLICATIONS TO PHYSICS EDUCATION

By
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ABSTRACT

The most accepted, comprehensive and modern aim of education is the proper development of personality of the student. It implies development in all the aspects of their life, that is, mental, physical, social and even emotional.

The aspect of mental development is also called cognitive development, which deals with acquisition of skills, strategies and many other mental processes.

Piagetion and Neo-Piagetion theorists assume that students completing secondary education (15 years old), are eligible to process all the six levels of cognition, which are mainly related to physics.

The present study was aimed to evaluate the physics papers of secondary school level set by the Federal Board of Intermediate and Secondary Education, Islamabad. The papers had been evaluated on the basis of cognitive levels in physics education.

METHODOLOGY

Piagets' theory of cognitive development, Neo-Piagetian concept of working memory space and Bloom's taxonomy of educational objectives were consulted. The cognitive levels for physics education were discussed with Science Educators. The Instrument was developed while keeping the taxonomy classification and sub-classification of each level.

Then, the physics question papers for five years (1998-2002) of secondary school level set/applied by the Board of Intermediate and Secondary Education, Islamabad, were evaluated on the basis of cognitive levels.

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LITERATURE REVIEW

According to Piaget, a child enters the world, lacking all the basic competencies of the adult, and gradually develops these competencies through a series of stages; the sensory-motor stage occupies the first two years. During this stage, children develop schema for thinking about the physical world-for instance, they develop the notion of an object as a permanent thing in the world. The second stage is the preoperational stage, which is characterized as spanning the period from 2 to 7 years. Unlike the younger child, a child in this period can engage in internal thought about the world. For instance, a four-year-old child when asked to describe his painting of a farm and some animal, said: "first over here is a house where the animals live. I live in a house. So do my mommy and daddy. This is a horse. I saw horses on T.V. Do you have a T.V?"

The next stage is the concrete *Operational Stage*, which spans to the period from 7 to 11 years of age. In this period children develop a set of mental operations that allow them to treat the physical world in a systematic way. However, children have still major limitation on their capacity to reason formally about the world. The capacity of formal reasoning emerges during Piaget's fourth period, the Formal-Operational stage, spanning the years from 11 to 15. After emerging from this period, the child has become an adult conceptually and is capable of scientific reasoning-which Piaget takes as the paradigm case of mature intellectual functioning.

This is the stage where a child enters the secondary stage. So, it is expected that while passing through the secondary stage, the child should prove to have all the necessary skills and capabilities/competencies of mental development.

The cognitive domain of educational objectives includes those objectives, which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills. This domain usually gains the major emphasis in the physics education. This domain contains the following six classes or levels, (Bloom et al, 1972, p.18):

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

The detail of these six levels related to science education is given as under:

Table 1
COGNITIVE DOMAIN FOR SCIENCE TEACHING

KNOWING

Knowledge represents the lowest level of scientific objectives. The definition of knowledge for this level is remembering previously learned scientific material. The requirement is to simple recall, i.e. bring to mind appropriate information may vary from simple facts to complex theories, but all that is required is to remember the information.

COMPREHENDING

Comprehension is the first step beyond simple recall. It is the first level, demonstration, and understanding of scientific information. It is the ability to apprehend, grasp and understand the meaning of scientific material. Comprehension showing three ways: 91) translation of scientific knowledge into other forms, (2) interpretation of science knowledge by recording and showing interrelation and summarizing material, and (3) extrapolation and interpolation of science knowledge. Here the students can estimate or predict future trends or infer consequences between two point or items of data.

APPLYING

Application is the ability to show the pertinence of scientific principles to different situations. At this level students may apply scientific concepts, methods, laws or theories to actual concrete problems.

ANALYZING

Analysis requires more than knowledge, comprehension, and application. It also requires an understanding of the underlying structure of the material. Analysis is the ability to break down material to its fundamental elements for better understanding of the organization. Analysis may include identifying parts, clarifying relationships among parts, and recognizing organizational principles of scientific systems.

SYNTHEIZING

Synthesis requires the formulation of new understandings of scientific systems. If analysis stresses the parts. Synthesis stresses the whole. Components of scientific ideas to form a unique idea, place, or pattern could be a learning result at this level.

EVALUATING

Evaluation is the highest level of learning results in the hierarchy. It includes all the other levels plus the ability to make value judgment based on internal evidence and consistency and or clearly defined external criteria.

According to Piagetian and Neo-Piagetian cognitive developmental theories, the secondary school adult (formal operational stage of 11-15 years) must acquire all the competencies specified for the adults mentioned above.

The ideal method to check whether the Pakistani Sec. School adults attain these competencies is their evaluation for the specified objectives.

THE RECENT STUDY

Recently Raja and Samad (2003) conducted a study for the evaluation of Physics papers at secondary school level on the basis of cognitive levels. The Physics papers of the last 5 years from 1998-2002 set by the Federal Board of Intermediate and Secondary Education, Islamabad were evaluated. These papers were analyzed to determine the cognitive level of the questions.

The under-mentioned table shows the division of physics papers on the basis of these six cognitive levels.

Analysis of the Physics Questions Papers of Federal Board of Intermediate and Secondary Education, Islamabad for the years 1998 to 2002

Table-2
LEVEL WISE

| Cognitive level | | 1998 | 1999 | 2000 | 2001 | 2002 |
|-----------------|------------|--------|--------|--------|--------|--------|
| Knowledge | Marks | 65 | 53 | 46 | 35 | 59 |
| | Percentage | 46.10% | 37.59% | 32.62% | 24.14% | 41.84% |
| Comprehension | Marks | 19 | 33 | 26 | 50 | 28 |
| | Percentage | 13.48% | 23.40% | 18.44% | 34.48% | 19.86% |
| Application | Marks | 46 | 48 | 51 | 46 | 48 |
| | Percentage | 32.62 | 34.04 | 36.17 | 31.72 | 34.04 |
| Analysis | Marks | 00 | 00 | 00 | 00 | 00 |
| | Percentage | 00% | 00% | 00% | 00% | 00% |
| Synthesis | Marks | 11 | 07 | 18 | 14 | 06 |
| | Percentage | 07.80% | 04.97% | 12.77% | 09.66% | 04.66% |
| Evaluation | Marks | 00 | 00 | 00 | 00 | 00 |
| | Percentage | 00% | 00% | 00% | 00% | 00% |

The table illustrates 24% to 46% of the question of years papers focused on knowledge. The second level "application" ranges from 33% to 34%. A very small portion (13% to 34%) represents comprehension level. The most desired competencies of analysis, Synthesis and Evaluation at this age of 15 years are absent. The question papers of physics do not evaluate students for these competencies and intellectual abilities.

CONCLUSION

On the basis of the findings of study, it has been concluded that presently, secondary school children are evaluated:

1. mainly for the first /lowest level of cognition i.e. "KNOWLEDGE";
2. to a negligible extent for second level of cognition i.e. "COMPREHENSION";
3. to some extent for third level of cognition i.e. "APPLICATION"; and
4. not evaluated for higher levels of cognition i.e. "ANALYSIS", "SYNTHESIS" and "EVALUATION"

This is a very alarming situation. The secondary stage is a terminal stage for majority of the adults. We are allowing them to enter practical life without assessing them for the most crucial competencies required for successful life.

But evaluation of these competencies is possible only when the teachers are trained for this purpose. The teacher educators must take this responsibility for training the teachers while keeping the cognitive requirements in view.

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LIBRARY SERVICES IN DISTANCE EDUCATION SYSTEM: GUIDELINES AND POSSIBILITIES

By
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ABSTRACT

This paper streamlines the role of librarian and library services in distance education system. Some principles and guidelines have been given for establishing outreach library services. Recent technological, innovative ways as well as traditional means for imparting library services to remote users have been highlighted. Documentary method has been employed for data collection.

INTRODUCTION

In distance education system, learning takes place at the location of the student and not at the institution of instruction. Distance education system has revolutionized and democratized the delivery and accessibility of education and has also changed library and information service. Libraries and librarians are as important to distance learning as they are to face-to-face education. Librarians need to understand the mechanics and concepts of distance education system to provide effective distance library service. Providing post-graduate level off-campus library service is the most challenging, as the information and consultation needs of students and faculty cannot be satisfied just with pre-packaged reading and information¹.

Recent innovations in the field of information technology have made the outreach library services possible and effective². In distance education, librarians:

- Ensure that library and information services conform to accreditation requirements.
- Develop and maintain quality distance education information resources, such as reading lists for students and course developers (educators, course coordinators, media production personnel).
- Help distance learners acquire library skills, critical thinking, study and information literacy skills.
- Advise distance educators on new and appropriate course materials.

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- Support the research and scholarship activities of distance education faculty.
- Identify other institutions that can assist with delivering distance library services to students.
- Must be included in distance education course teams/committees to ensure that timely distance library services and professional advice are available to students and faculty and library collections effectively support their needs³.

OUTLINE FOR ESTABLISHING DISTANCE LIBRARIANSHIP

Library and information service for distance education is often an extension of the institution's existing traditional library service such as consultation, reference and bibliographic searches and course reading material. The basic library and information services the distance learners need are the access to information resources, such as texts, supplementary reading and reference material and the learning how to find the available information needed and readers' advisory service.

The outline for establishing distance librarianship encompasses to:

- Produce a mission statement of clear goals and guiding principles for providing library services tailored to the institution's distance education programmes.
- Assess the library and information service needs of distance education programmes, in consultation with course teams/committees, faculty and possibly a student survey.
- Determine the best media and delivery methods for distance library services.
- Determine additional costs such as new or additional materials, equipment and staff and their training.
- Establish the level of funding available from the institution, and explore ways to minimise and share costs through grants, collaboration and resource sharing with other institutions, or by forming corporate partnerships.
- Establish a continuous review process to ensure that student and faculty needs are met.
- Initiate a PR programme to promote awareness of distance library services, targeted to students and faculty⁴.

ACRL GUIDELINES FOR DISTANCE LEARNING LIBRARY SERVICES

The Association of College and Research Libraries' (ACRL) "Guidelines" assume the following precepts:

Management

The chief administrative officers and governance organizations of the originating institution bear the fiscal and administrative responsibilities, through the active leadership of the library administration, to fund, staff, and supervise library services and resources in support of distance learning programs.

Finances

The originating institution should provide continuing, optimum financial support for addressing the library needs of the distance learning community in accordance with the appropriate ACRL Standards and with available professional, state, or regional accrediting agency specifications.

Personnel

Personnel involved in the management and coordination of distance learning library services include the chief administrators and governance organizations of the originating institution and the library administration and other personnel as appropriate, the librarian-coordinator managing the services, the library subject specialists, additional professional staff in the institution, support staff from a variety of departments, and the administrator(s), librarian(s), and staff from the distance learning site(s). The originating institution should provide, either through the library or directly to separately administered units, professional and support personnel with clearly defined responsibilities at the appropriate location(s) and in the number and quality necessary to attain the goals and objectives for library services to the distance learning program.

Facilities

The originating institution should provide facilities, equipment, and communication links sufficient in size, number, scope, accessibility, and timeliness to reach all students and to attain the objectives of the distance learning programs. Arrangements may vary and should be appropriate to programs offered.

Resources

The originating institution is responsible for providing or securing convenient, direct physical and electronic access to library materials for distance learning programs equivalent to those provided in traditional settings and in sufficient quality, depth, number, scope, currentness, and formats.

Services

The library services offered to the distance learning community should be designed to meet effectively a wide range of informational, bibliographic, and user needs. The exact combination of central and site staffing for distance learning library services will differ from institution to institution.

Documentation/Statistics

To provide records indicating the degree to which the originating institution is meeting these "Guidelines" in providing library services to its distance learning programs, the library, and, when appropriate, the distance learning library units, should have available current copies of all the relevant documentation/statistics.

Library Education

To enable the initiation of an academic professional specialization in distance learning library services, schools of library and information science should include this growing area of specialization within librarianship in their curriculum courses and course units⁵.

WAYS TO DELIVER DISTANCE LIBRARY SERVICES

Following are some possibilities for remote access to library services, and libraries are beginning to take advantage of them:

Telephone and Teleconferencing

The telephone is the most traditional way of providing reference and information service, etc to remote users. In today's jargon, the telephone is a real-time interactive audio application. Telephone reference is tried and true, tested and proven. Telephone reference will continue to play a role in serving remote users⁶. Teleconferencing is the use of audio, video, or computer systems, linked by a communications channel, to allow widely separated individuals to take part in a discussion or meeting. A librarian may demonstrate concepts and provide answers to reference queries in teleconferencing⁷.

WWW, OPAC and Online Databases

World Wide Web (WWW) is an Internet (a network of networks) server that offers multimedia and hypertext links⁸. Many libraries have launched their websites and online public access catalogue (OPAC) on www accessible via Internet⁹. Database is a shared collection of logically related data, designed to meet the information needs of multiple users at a time¹⁰. A database (may be full-text) is designed to permit retrieval of information to satisfy a wide variety of user needs¹¹. The library may create its own database or subscribe to commercial

database(s) and may provide its users with online/offline access with/without a password.

Electronic Mail (Email) and Voice Mail

Libraries began using electronic mail in reference service in the late 1980s and the service is now fairly commonplace and uncontroversial. A link with an e-mail address and a form can be placed on a library's homepage. E-mail reference differs from telephone and traditional desk reference in at least three ways: answers to questions are in written form, answers may be distributed by listserv allowing all reference staff to view, and communication is asynchronous instead of in real time. Written answers may benefit users who can save the answer for review at a later time or print the answer out if it contains instructions or a referral. Since questions are not answered in real time, reference staff can, if necessary, take the time to provide a detailed answer to a question¹². Email can also be in the form of audio (voicemail), video and multimedia. Voice mail is a computerized store-and-forward system for prerecorded voice messages¹³.

Internet Chat and Instant Messaging

Internet chat is text-based real-time communication. Users on one end of a networked computer type message through a computer keyboard and message recipients at the end of another network computer see the message on their monitors and respond in kind. Chat does not require users in a computer lab or users at home to use a telephone, and answers to questions can be communicated immediately, unlike e-mail. Text-based Internet chat is a blending of telephonic and e-mail communication, which would seem to be particularly useful for a library service such as reference which is often defined as "the process of answering questions."

With the advent of the World Wide Web and Java-enabled browsers that permit chat programs to be integrated into web pages, the user would be able to click on a link on library's web page, type a message in an interactive form, and be able to establish a real-time connection with library personnel. Chat is now one of the most popular features of the Internet: of the 107 million people who use the Internet, 40 to 50 million use chat. Chat is currently being used by educational institutions in distance learning¹⁴.

Pager/Paging and Talkback

TalkBack is a software application used by the State University of New York to offer real-time reference service. It is simple to use, web-based, it does not require the user to download any software, it does not have advertising, and it is free. TalkBack is a paging programme that works in conjunction with server software. A link on a web page connects the user to a TalkBack form. The

remote user types a message into the form and then clicks on a button to send the message. When the message is sent, a window pops up on the machine where the software is installed allowing the message to be read. A reply can be sent back to the remote user. The process can then be repeated if necessary. TalkBack is not exactly an Internet chat application; its author describes it as a "world wide web interactive pager." Paging and instant messaging programmes are becoming increasingly popular on the Internet as alternatives to chat rooms¹⁵.

Audio and Video Conferencing

Audio/video conferencing is a method used to allow people at remote locations to join in conference and share information, all online¹⁶. A video camera and a speakerphone are linked to a PC at each site, and the PC is in turn is linked to the network. It will be called audio conferencing without video cameras at both ends. There have been a number of experiments with video conferencing in reference service in the past few years. With new collaborative software programmes, however, video is one option out of many for real time collaboration, thereby increasing the possibility that the interaction will be successful. For example, if a user does not have a video camera or does not want to be seen, the user may still communicate in real time using chat. A librarian may also communicate with chat and demonstrate concepts with whiteboard and application sharing¹⁷.

Collaborative Softwares

The collaborative software programmes include **Daedalus**, **GroupWise Web Publisher**, **Norton Connect Net**, **Microsoft NetShow**, **Microsoft NetMeeting**, and **Reilly Web Board**. These programs besides others are also designed for groups to hold conferences at a distance. They saw the possibility of applying this software to reference by attempting to simulate traditional reference exchanges for remote users with a combination of chat software and audio and video applications. Microsoft's **NetMeeting** was the most appealing program because its features are most adaptable to a reference transaction, the program is free, and may be supported by maintaining a server that affiliated users may use to connect with each other. Features include chat, whiteboard, application sharing, file sharing, and audio and video sharing. Whiteboard is a window in which a librarian and remote user may write text, draw lines, highlight text, or point to images. For example, the image of a library's home page may be pasted into the whiteboard and a librarian can then point to or highlight a link for the user. Application sharing allows a librarian and remote user to view the same application. For example, if a remote user has a question about searching an online catalogue or database, a librarian may demonstrate the search and the remote user may view the search as it is taking place. Similarly, the librarian may observe a remote user executing a search and advice if necessary. File sharing allows two users to share files and is probably more useful for two librarians collaborating on a paper than for a librarian and remote user involved in a

reference transaction. Audio sharing allows remote users to communicate with each other in real time using audio. A sound card, speakers, and a microphone are required. Video sharing occurs in a small window in NetMeeting; participants need either a video-capture card and camera or a video camera that connects through the computer's parallel (printer) port¹⁸.

Radio and Television

Both radio and television can also be used for library services, especially the reference service. Different instructional programmes regarding library services may be broadcast at specific timings with pre-told schedule. Library users may take part in these programmes in the real-time environment using postal mail, telephone, fax, email, or by sitting in another nearby TV studio for watching, hearing and talking to librarian through a host at central studio. The librarian may guide/serve the users accordingly.

Videotext and Teletext

Videotext/Teletext is a system for transmitting text and displaying it on a screen, covering information transmitted either by TV signals (teletext) or by signals sent down telephone lines (viewdata). A library can also use this system for sending information/study material in the form of signals to its remote clientele¹⁹.

Regional and Mobile Libraries

Many distance education institutions have countrywide and even abroad their regional/branch campuses. These branches may also have approachable libraries for the students and resource persons of their jurisdiction. These libraries must be self-sufficient in resources to better serve its community. Mobile library service on train, bus/truck/van and boat can also be provided to remote users with pre-advertised schedule²⁰. Animals can also be used where the automobiles cannot reach²¹.

Electronic Bookmobiles

Mobile applications of library technology are leading to the development of the electronic bookmobile, which is changing the nature of outreach services in dramatic ways. These include online circulation, optical discs, fax machines, cellular telephones and new hardware as under:

Online Circulation

Online circulation is ultimately the most rewarding level of service. It requires a telecommunication medium: currently libraries are using packet radio, cellular telephone or hookups to telephone poles to link the bookmobile microcomputer to the main library computer.

Packet radio employs FM radio waves to transmit online computerized data. A typical setup requires radiomodems, which are attached to the main computer and each remote terminal, and antennae.

Cellular telephones can be used in a similar way for online access. Cellular service, which utilizes microwaves for wireless telecommunications, also requires special modems at the main computer and remote terminals.

The third online option involves hooking up the bookmobile computer to a telephone pole for connection to the main computer²².

Optical Discs and Reference Service

The opportunity to provide reference sources and to test demand is now available on CD-ROM and other space-saving optical disc media. To date, several libraries have employed CD-ROM library catalogues on their bookmobiles with great success. Others have small reference collections on board and have installed small, lightweight copiers, all popular services with customers. For bookmobiles traveling remote and rural routes, the bookmobiles copier may be available to residents of the area. Electronic reference collection, e-databases and e-zines recorded on CD-ROM may also be sent to library users offline²³.

Fax Machines

Chesapeake Public Library System (Virginia) began using a fax machine on their bookmobile in 1991 and has been able to provide information from the main library quickly for their patrons. Fax can be a key element in providing full reference service to outreach patrons.

Cellular Telephones

Bookmobiles have had a cellular telephone on board; most have used it primarily for emergency calls, while others have made greater use of the phone, calling the library to obtain routine circulation information and answers to reference questions. Libraries unable to add any other kinds of automation to their bookmobiles find a cellular telephone to be an important first step in connecting the mobile unit to the resources at the library, with both employees and patrons benefiting from the convenience of an onboard telephone.

New Hardware

Among developments worth tracking is **mobile satellite service** (MSS), which provides two-way messaging and position tracking services. **Teleports** are also being developed that will use satellites to provide advanced, high-speed telecommunications services to regional areas. Until these services become available to libraries, improvements and cost-reductions in the technologies will help expand the successful use of automation on bookmobiles²⁴.

Postal and Courier Services

A library can also send study material (electronic reference collection, e-database, e-zines recorded on CD-ROM and hard copies of journal articles, etc.) to its remote patrons by post/courier with/without charges. Many such services are available as Pakistan Post (UMS, airmail, etc.), TCS, OCS, DHL, SMS, and so on.

Resource Sharing

As a matter of fact, no individual library can be self-sufficient in its resources due to many known reasons. It is therefore more imperative to share resources of other libraries. The distance learning institution may make an agreement for services and resource sharing with such libraries of any type situated at the remote locations where the institution's branch campus/library is not available but students/resource persons are there.

CONCLUSION

Distance education system is getting popularity day-by-day and spreading rapidly worldwide. This system is mostly without face-to-face contact/interactivity. For making this system more effective and qualitative, it is desirable that distance education and library services should grow together. The implementation of above-mentioned techniques may make the qualitative benefits of this valuable system of learning manifold.

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ADVERTISERS' INFLUENCE ON MEDIA CONTENT: A GLOBAL OVERVIEW

By
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ABSTRACT

Traditional mass media research revolves around the "process and effects studies" of media messages, whereas the contemporary research has raised the issue of influences on media content. Media, not only influences target audiences, but it, itself is influenced by a number of factors. It has been found by research that media content is influenced by the personal attitudes and orientations of media workers, professionalism, corporate policies, ownership patterns, the economic environment, advertisers, audiences, ideology and above all, the governments.¹

Most books on mass media research cover mainly studies dealing with the process through which the audience receives mass media content or with the effects of content on people and society. But, it is equally important to understand the influences that shape content. This article revolves around the concept that advertisers have a strong influence on media content and nothing can be published against their will and desire.

MEDIA CONTENT

By media content we mean the complete quantitative and qualitative range of verbal and visual information distributed by the mass media. In other words, just about anything that appears there.

There is a common concept that media represent reality, but there is no such thing as an objective observer of reality. All of us use our experiences, personalities and knowledge to interpret what we see. We can compare media reality with social reality that is what society knows about itself. Society offers many sources of information about itself, from personal files, office memos, opinion polls and media reports. Our assessment of social reality- that is, our best guess about what is actually going on in the world uses all of the data at our

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disposal. Generally, we find that reality is much too complex to be described objectively by any one source.ⁱⁱ

Although research describing media content has been available since the early part of this century,ⁱⁱⁱ scientific investigation into the influences on content was not extensive until after World War II. Modern studies began with David Manning White's (1950) suggestion that journalists act as gatekeepers of media messages, and with Warren Breed's (1955) description of how journalists become socialized to their jobs. Since then, an increasing number of studies have focused on the ways into which media workers and their employers, as well as organizational structures and society itself, affect media content. Yet, although the number of such studies has increased, there has been little attention paid to the theoretical links between them.^{iv}

THEORETICAL APPROACHES

The Following theoretical approaches are important in this regard:

- a. Content is influenced by media workers socialization and attitudes. Their professional, personal and political attitudes and the professional training lead them to produce a social reality.
- b. Content is influenced by media routines. These routines are the ways in which media workers and their companies organize their work. For example, to file a news story before a deadline time or to write a story in inverted pyramid are two media routines.
- c. Content is influenced by the ideology of those who are in power in the society. Mass media carry an ideology consistent with those interests, which helps ensure that society will continue in its present form.
- d. Content is influenced by other social institutions and forces. This approach suggests that economic and cultural forces, and audience determine content. This approach is the basic idea of this research article and the whole article revolves around this approach.

MEDIA AND REALITY

Do the media represent reality? This is an important question. In other words, we can ask the question as how closely the media world actually resembles the world outside. There are two concepts in the answer of this question. First, concept is that the media are passive transmitters of events and the second concept is that the media play active role in manipulating the reality. The first concept is called as 'the media as channels', which says that the media are nothing more than pipes through which bits of information flow. This model suggests media as neutral transmitters of messages, linking senders to receivers.

Such a model assumes that nothings important happen to the message while it is in the channel. The Neutral Journalist Theory and the Null Effects Model support this concept. This concept can be summarized in the words that media content is assumed to provide an accurate and representative portrait of the world. The other concept is about the manipulation of reality. According to this concept, reality is necessarily manipulated when events and people are relocated into news or prime time stories. People can be portrayed with different labels (freedom fighter or terrorist). Media content highlights certain elements over others. Symbolic environment can be created by giving greater prominence to some events over others. Pictures can also be distorted, by cropping, angling and short selection. It is possible to depict a subject favorably or unfavorably by choosing different camera perspectives. The first concept has been absolute while the second concept about the manipulation of reality is accepted throughout the world. Our daily media experiences are full of examples to prove this concept accurate.

POLITICAL ECONOMY VIEW

The concept of political economy has a focal point in this regard. Media protect the interests of those who own and control the media. Hence the role of the owners and proprietors has become most important in a media organization

Ownership is considered as the primary means through which the ruling class exerts control over media institutions. Ultimately, a political economy approach leads us to expect that capitalist owned media decisions and content will tend to favour those with economic power. From a political economy perspective, changes in media ownership do not greatly alter power relations, because each owner acts in a manner consistent with the interests of capital.

Altschull has proposed a framework for studying variations within owner control of the media. Like the political economists, Altschull starts with the assumption that media reflect the ideology of those who finance them, or “pay the piper.” He outlines four sources of media support; (1) Under the “official” pattern, media are controlled by the state (such as in many Communist countries); (2) In the “commercial” pattern, media reflect the ideology of advertisers and their media-owning allies; (3) Under the “interest” pattern, media content reflects the ideology of the financing group, such as a political party or religious group; and (4) In the “informal” pattern, content reflects the goals of individual contributors who want to promote their views. The mix of these financing patterns varies from country to country and over time within countries.^v

This framework reminds us that whether the press is called free or state controlled, it reflects the ideology of the paymaster.

PROPAGANDA MODEL

Two of the more widely known scholars of media political economy are Edward Herman and Noam Chomsky. Like other radical media theorists, they start from the assumption that media serve the dominant elite. They argue that this is just as true (although) perhaps less obvious when the media are privately owned without formal censorship as when they are directly controlled by the state. Carrying out their function is said to require systematic propaganda.

Their propaganda model, combining elements of political economy and instrumental influence, includes five news filters:“ (1) the size, concentrated ownership, owner wealth, and profit orientation of the dominant mass media firms; (2) advertising as the primary income source of the mass media; (3) the reliance of the media on information provided by government, business, and experts, funded and approved by these primary sources and agents of power; (4) ‘flak’ as a means of disciplining the media; and (5) anticommunism as a national religion and control mechanism.”^{vi}

This propaganda model, as in the other political economy approaches; present a direct control over media by the government elites and other economic power full forces.

PRIMACY OF ECONOMIC GOALS

To make a profit is the primary goal of a media organization. For most of the media organizations, the primary goal is economic. Other goals are built into this overarching objective, such as to produce a quality product, serve the public, and achieve professional recognition. In unusual cases, the owner of an organization may choose to make the economic goal as secondary thing. If professional objectives are to be met, the organization obviously cannot afford to ignore the economic goal indefinitely.^{vii}

When a company is privately owned, the owners can operate the business as they see it fit. But, most large media firms are owned by stockholders. This form of ownership intensifies the purely economic objective of the company. Managers of these companies can be replaced if they fail to maximize profit. The stock market cares little for public service if it means scarifying profitability. As media firms become more diversified and complex, the economic goal is the one thing the many parts of the corporation have in common. Media experts and researchers have been particularly interested in how these economic goals affect the journalistic product.

Media sociologists view economic considerations as constraints on news work and, thus, as indirect influences on editorial decision. News workers find it hard to relate audience demand and advertising revenue to the nature and quality of news coverage. Most media organizations want to make money. Sigal concludes on the basis of his research that profit maximization provides no guideposts, only constraints. These economic constraints establish the parameters within which gatekeepers must contend for scarce resources.^{viii} Here lies another fact too. Print media organizations select news items of greater audience appeal to attract maximum readers to buy the newspaper. The purpose of this practice is to increase circulation size. Newspapers of larger circulation attract advertisers to advertise their products. Hence, advertising revenue increases. The same practice is adopted by the electronic media in the whole world.

Commercial mass media make their money by delivering audiences to advertisers. To the extent that they are consumed by desirable target audiences, print and broadcast media are attractive to advertisers. They must also provide messages compatible with the ads. For example, *Ms. Magazine* achieved a wide circulation, but its aggressive social issues content was not attractive to advertisers who preferred the softer content of the more traditional women's magazines.^{ix}

Regarding space limitations, newspapers and magazines have an edge over radio and TV. Electronic media are restricted to no more than 24 hours in a day. Newspapers and magazines can publish more pages for news and advertisements.

Economic priorities have changed the whole infrastructure of the print media industry. Now the editors have become managers or the managers have become editors. In both situations, media content is influenced due to economic priorities. Business and marketing sections have become more important than news and editorial sections. Reporters' stories are checked by the editor-cum-managers so that any advertiser's interest may not be hurt or damaged. The editor of a newspaper is responsible for keeping the organization as a whole functioning by coordinating both journalistic and marketing efforts. If the editor controls both the editorial and business sides of the paper, the relative power of the journalist division is less. Economic pressures have forced news organizations to revise their structure to favor audience-based routines. Installing managers in positions formally filled by news people makes a strong impact on content.^x

RELATIONSHIP BETWEEN INVESTORS AND ADVERTISERS

Advertisers are a primary source of finance for media. They are not investors who are also important sources of finance for media. Investors, venture

capitalist who put money into the production of media are still not as problematic as advertisers, because advertisers are a "third party". Prof. Oscar H. Gandy of the University of Pennsylvania elaborated this relationship with an example. He said: "an investor might invest in an artist because they think that a music artist is talented or they think that a music artist might succeed and they will participate in the revenue or the praise that this music artist might receive, the advertiser is not interested in that. The advertiser is interested in some other product. Advertising in my view ... I can get angry discussing it. Advertisers are a source of destruction for the production and reproduction of culture because advertisers do not care about the production, they care only about its use in attracting people to listen to or be exposed to their persuasive messages. So, yes, advertisers finance but, in my view advertisers are also involved in the distortion of the relationship between the producer of culture and its audience." ^{xi}

RELATIONSHIP BETWEEN ADVERTISERS AND AUDIENCES

One of the most profitable commodities in the modern world is human attention. In the united states, whose mass media companies are by and large privately or corporately owned, the media audience is for sale every second. The buyers are advertisers and they pay a substantial portion of what it costs to run each medium. The content of the press is directly correlated with the interest of those who fiancé the press. The press is the piper, and the tune the piper plays is composed by those who pay the piper. There is substantial evidence that media content is affected - both directly and indirectly - by both advertisers and audiences. Advertising rates are computed according to how many audience members use the medium. Therefore having more subscribers means more advertising income for the magazine or newspaper. ^{xii}

POWER OF ADVERTISING

Advertising income is necessary for the survival of mass media. The bigger the advertiser, the more power it has. Multinational manufactures and advertising agencies have enough power to suppress public messages they do not like. Some times, big advertising agencies take over small advertising agencies that are working against their interest.

Tobacco companies have made attempts to control mass media content, although some of the controls may be self imposed by the media themselves in an attempt to ward off censure by tobacco companies. A researcher Kessler investigated the editorial and advertising content of six major U.S. women's magazines to see whether the presence or absence of tobacco advertising would be related to the amount of editorial content about the health hazards of smoking. Although women's health was major topic in the magazines, there was almost no

editorial content about any health hazard of smoking.^{xiii} Executive director of the American Council on Science and Health, Elizabeth Whelan noted: "I frequently wrote on health topics for women's magazines, and have been told repeatedly by editor to stay away from the subject of tobacco."^{xiv}

Tobacco companies have a long history of influencing media content. In 1957 the world's largest circulated magazine Reader's Digest published an article about the health affects of smoking. Ads were subsequently withdrawn by the American Tobacco Company.^{xv}

Movies are also affected by advertisers. Film producers are often paid to display smoking as an appropriate desirable behavior among socially active adults. If the filmmaker agrees to portray the key characters in the film as smokers, he is offered help in filmmaking costs. In some countries tobacco ads are not permitted on television, the tobacco companies spend millions of dollars advertising nontobacco products on television.^{xvi}

DIRECT AND INDIRECT INFLUENCE OF ADVERTISERS ON MEDIA CONTENT

There are media scholars and critics that suggest that advertisers are dictating a substantial amount of media content. There are two ways that we may think about this. There is the kind of direct influence, which we might understand as "censorship", which is the direct influence of advertisers on content when they suggest that we will not finance or support productions that harm our company's image. This may be characterized as a direct censorship or an indirect censorship when a content producer says that I am not going to make certain content available because it would anger the advertiser. So, that is one kind of content related censorship or control.

The second one which looks more insidious is where the advertiser says that "I am interested in the quality and character of the audience". These audience may be defined by race, class and culture. So, they will say to the media content producer, "I do not care what technology you use in order to produce the audience, but this is the only kind of audience I want"---And it is by saying, "this is the only kind of audience I want and I will pay for", that provides the incentive to producers of content to adjust the content they provide. So, if they believe that "this kind of story" or "that kind of news" is going to attract "that kind of people" and advertisers will not pay for "those kind of people", then content producers are not going to use certain content because it will produce the "wrong kind of people" for aspiring advertisers.

So, the two different ways that advertisers influence media content are by either directly saying, "do not produce that kind of content because it harms my interests" and the other way is by saying, "I will not pay for advertising if your content produces certain kinds of people, so use different content that will produce the kinds of people I am willing to pay for".

ADVERTORIALS AND ADVERTAINMENT — NEW TERMS, NEW CONCEPTS

This is the age of advertising and marketing. Tremendous increase in the advertisements have given birth to new ideas and new concepts. Such two new concepts are advertorials and advertainment. Basically these are new techniques of advertising. When an advertisement is disguised as news or editorial, it is called as advertorial. And when an advertisement is disguised as entertainment program, it is called as advertainment.

Throughout the world it was felt that advertising efforts were not producing the results desired by the advertisers. People perceived ads only as ads. While news content had credibility and people thought these content as correct. Therefore, a new trend began to generate. The ads are prepared in the shape of news content and the audiences are deceived to perceive them as news item. Print and electronic, both media are presenting these advertorials. "*Tijarti Khabrain*" is an example of this concept. Newspapers also often carry ads manufactured in the style of news, editorials or features. The trend of advertorials is being rapidly increased. As far as the matter of advertainments, this practice has dominated the electronic media. Now a days most of the entertainment programmes are actually advertainments. Such advertainments are of two types. In one type the programme is sponsored by the advertiser but its content is not touched. The other type of advertainments is the programs containing the content manufactured by the advertisers. A number of songs are also presented by the advertisers containing their message to the consumers. This is also a type advertainment programmes. Sometimes a viewer cannot decide whether he or she is viewing an entertainment program or an advertisement.

CONCLUSION

Thousands of books on journalism and mass communication are available in the libraries throughout the world and the gist of each and every book is that the news should be objective. It should be presented in an accurate and adequate way. It should be free of any type of distortion. But this basic principle lies only in the books of journalism. Practically the situation is totally different. The media content including news is influenced by a number of factors. Amongst these, advertisers are one of the prominent factors that influence the media content in the

whole world. The reason for this influence is only one and that is 'money', which is considered necessary to run media organizations.

When we say that media content is influenced by advertisers, then we cannot say that the media content is free of distortion. The matter is of great concern for the society and the governments generally and for the media organizations and media policy makers especially. In the opinion of this author, the new trends of advertorials and advertainments must be stopped to maintain a difference between an advertisement and news. There is a great need to adopt some code of ethics in this regard. Media organizations should also discourage such trends. This is also the basic duty of the media organizations to maintain objectivity in news. There is also a sincere need to bridge the gap between the principles and practices of the field of Journalism.

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Allama Iqbal Open University
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BARRIERS TO THE DEVELOPMENT IN OPEN LEARNING AND DISTANCE EDUCATION: BANGLALDESH

By

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Sadia Afroze Sultana**

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ABSTRACT

Education is inevitable for human resource development and then national development. However, in most of the developing countries, due to the limited resources it is almost impossible to educate all of their citizens through on-campus teaching. Huge amount of money is warranted to establish the infrastructure for on-campus teaching which is out of the reach of the development countries. In this circumstances, to educate their huge population the developing countries are to depend on open learning and distance education system. However, a question still stands: can the educators disseminate knowledge to the learners smoothly through this new system of education? Some recent research shows that the graduates of the open and distance learning institutions in the developing countries are treated as second-grade graduates.

This paper aims to identify the barriers to the development of distance and Open learning system in Bangladesh and suggest possible alternatives may be followed to overcome the barriers.

INTRODUCTION

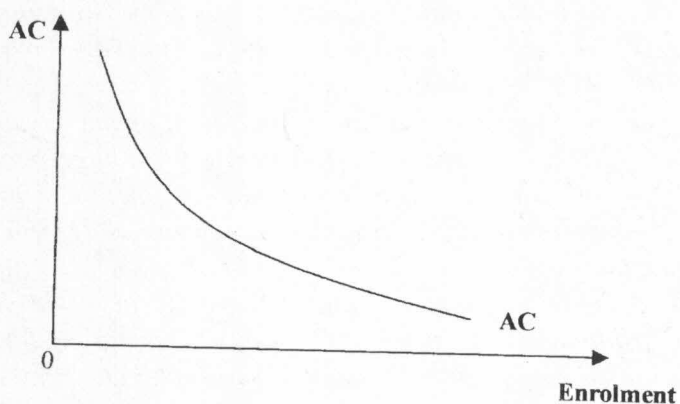
Bangladesh is a highly populated (128 million, 1999) small country (1,47,570 sq km) in South East Asia. Since its independence, Bangladesh is suffering from high poverty (42% people are below national poverty line, 1995-96), high illiteracy rate (male 49%, female 71% among people with age 15 and above, 1998), insufficient on-campus educational facilities for the people in general, etc. due to economic constraints, it is not possible to provide the people with on-campus education, though improving and expanding education are essential ingredients of national development. In Bangladesh, all traditional

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educational institutions together can enroll only a portion of the long quay of aspirant learners. Reasons are: (1) for accommodating more students, more infrastructure have to be developed, which is costly; (2) there is no external sources of revenue; (3) limited number of trained teachers; (4) diversified preference of the students; (5) inflexibility in terms of delivery time and space, etc. Distance and Open Learning (DOL) plays a very crucial role in this case. In addition to allowing more students from different background, environments and geographical settings without requiring the uses of scare on-site space, distance and open learning system also offers the educational institutions more revenue. That means, DOL system is a cost-effective and flexible way of educating mass people. In this case, the average cost (AC)/cost per student goes down as the number of enrolment goes up.



On the other hand, the students who cannot go to school due to insolvent economic condition of the parents, can earn money and take courses through distance mode at their convenience. Distance and open learning system has proven itself a way for people to gain education, which would otherwise not possible (Dekkers, 2000). However, great concern yet remains about quality of the ODL programmes. When comparing with conventional forms of education, the provision of distance education requires considerably greater planning, larger up-front infrastructure costs and more complex student and administrative support systems (Lockwood, 1995; Rumble, 1986). Well-designed support systems facilitate the delivery of distance education courses of comparable quality and attrition rates to those for on-campus courses (NEA, 1999). This paper briefly explains the existing barriers to the development of ODL system in Bangladesh, especially in Bangladesh Open University. The following aspects are covered in the paper:

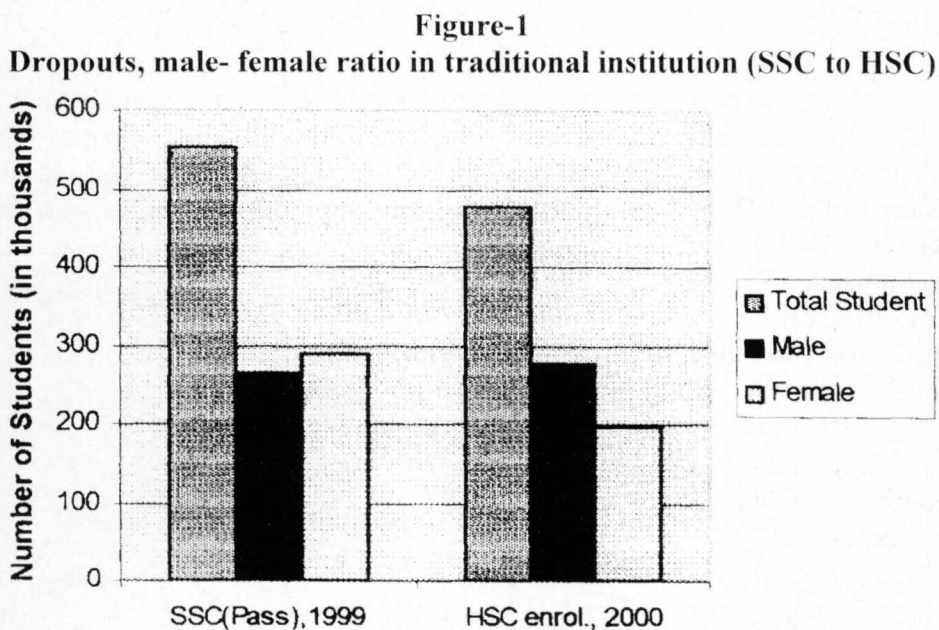
- Media use
- Production and delivery

- ICT use
- Management structure
- Research, evaluation and improvement efforts

OPEN LEARNING AND DISTANCE EDUCATION IN BANGLADESH

Importance of distance education

It has been mentioned earlier that all the aspirant students cannot have education from the conventional institutions due to several reasons. For example, all successful SSC students cannot register into HSC programme. We can see this from the following figure:



Source: Board of Secondary and Higher Secondary Education, Dhaka Student Support Service Division, BOU.

We can see from Figure-1 that in traditional system of education all the students who passed SSC exam cannot register into the HSC programme. We can also notice that the male-female ratio is higher in HSC than in SSC. Also, we see from the figure that all female students already passed the SSC exam cannot enroll in HSC programme. The dropout situation of the female students is severe in the rural areas. In addition to all other reasons, one reason for high dropout of the female students is early marriage.

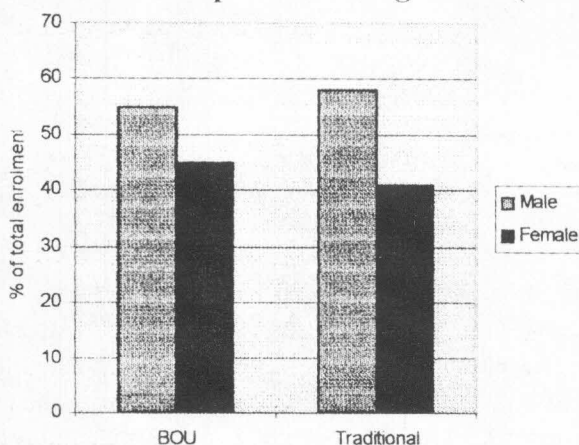
BANBASE report mentioned following reasons of female dropouts:

| Sr. No. | Reasons | Urban | | Rural | |
|---------|------------------------------|----------|-----------|----------|-----------|
| | | Boys (%) | Girls (%) | Boys (%) | Girls (%) |
| 1. | Financial crisis | 44 | 55 | 39 | 38 |
| 2. | Financial support to parents | 19 | 14 | 25 | 10 |
| 3. | Lack of enthusiasm | 25 | 5 | - | 18 |
| 4. | Failure in examination | 6 | - | - | 4 |
| 5. | Lack of interest of parents | - | 5 | - | - |
| 6. | Marriage | - | 9 | - | 15 |
| 7. | Others | 6 | 12 | 9 | 11 |

Source: BANBASE, 1987, Table-13, p-11.

Female students face difficulties to have on-campus education after their marriage or after having children. About half of the girls aged 15-19 in Bangladesh are already married (UN, World Population Prospects, The 1998 Revision Volume II, Sex and Age, 1999). And after their marriage they can no longer go to schools, which is supported by fact in Figure-1. We can see that all SSC graduates do not get into the HSC programme. Distance and open learning system opened a way to these unfortunate dropouts to get education. We can see in Figure-2 below that male-female gap is lower in BOU than in traditional schools.

Figure-2
Male-Female Gap in HSC Programme (2000)



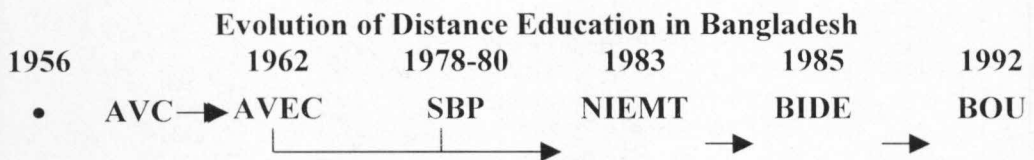
Source: Board of Secondary and Higher Secondary Education Dhaka Student Support Service Division, BOU.

We can see in Figure-2 that female percentage in total enrolment in BOU's HSC programme is higher than that in traditional HSC programme. With high population, limited on-campus education facilities and socio-cultural constraints, ODL is the only alternative at the moment in Bangladesh to educate all its citizens.

Bangladesh Open University is now the only public university in Bangladesh that offers a number of distance and open learning programmes. This paper discusses specifically the problems with BOU programmes in general, identifies the prospective threats to the programmes and finally recommends the possible remedial measures.

HISTORY OF ODL IN BANGLADESH

Distance education in Bangladesh started its journey in 1956. It began with distribution of 200 radio receivers throughout the country, which led to the creation of an Audio-Visual Cell (AVC) and later the Audio-Visual Education Centre (AVEC) in 1962. In 1978-1980, a pilot project entitled 'School Broadcasting Programme (SBP)' was undertaken. In 1983, the SBP and AVEC were merged to form National Institute of Educational Media and Technology (NIEMT). In 1995, Bangladesh Institute of Distance Education (BIDE) was established and NIEMT was incorporated into BIDE. In 1989, as per the request of the Government of Bangladesh, Asian Development Bank (ADB) sent a 'fact finding mission on open university' to Bangladesh. Then a feasibility study on open university has been conducted through a 'Technical assistance Project (TAP)' under the assistance of ADB. At the end, Bangladesh Open University (BOU) was established in 1992 by an Act passed in the Bangladesh National Parliament (BOU Act - 1992, No. - 38). BIDE merged with it. BOU came under government budget in 1999 with a condition that it will generate sufficient revenue for its survival.



Bangladesh Open University is now the only university in Bangladesh that offers a number of distance and open learning programmes. This paper discusses specifically the problems with BOU programmes in general, identifies the prospective threats to the programmes and finally recommends the possible remedial measures.

BANGLADESH OPEN UNIVRSITY

Objective

The main objective of BOU is to expand all levels of education, knowledge and science by a diversity of means, including the use of any communication technology to improve the quality of education and to provide opportunities for education to the general public through mass-orientation of education and to create efficient manpower by improving the quality of education in general (BOU Act-1992, No-38, 3(5)).

BOU Programmes: Formal and Non-Formal

BOU offers 18 formal and 19 non-formal programmes ranges from secondary to post-graduate level through six academic schools. The programmes have been designed particularly for the rural disadvantaged groups like rural women, agricultural workers, unemployed youths, uneducated adults, health and family planning workers, etc.

BOU Academic Programmes

| Schools | Academic Programmes | |
|---|--|--|
| | Formal | Non-formal |
| Open School | SSC (Secondary School Certificate) HSC (Higher Secondary Certificate) | Elementary Mathematics |
| School of Education | CED (Certificate in Education) BEd (Bachelor of Education) MEd (Master of Education) | |
| School of Business | CIM (Certificate in Management) GDM (Graduate Diploma in Management) MBA (Master of Business Administration) | Bank Services and Marketing Management |
| School of Social Science, Humanities and Language | CELP (Certificate in English Language Proficiency) CALP (Certificate in Arabic Language Proficiency) BELT (Bachelor in English Language Teaching) BA (Bachelor of Arts) BSS (Bachelor of Social Science) | Population and Gender Issues |
| School of Agriculture | BAGEd (Bachelor of Agricultural Education) CLP (Certificate in Poultry and Livestock) CPLP (Certificate in Pisciculture and Fish Processing) DYD (Diploma in Youth Development) | Irrigation, Water, Management, Horticulture, Animal Nutrition, Pest Management Use of Aquatic Weeds, Preparation and Preservation of Food |
| School of Science and Technology | DCA (Diploma in Computer Applications Programme) BSc in Nursing | Environment Basic Science Health Nutrition |

Formal Programmes are designed for the specific groups of students who are enrolled at BOU. In these programmes, text materials, tutorial services, audio-visual programmes, etc. are provided. On the other hand, **non-formal programmes** are common all citizens. These programmes are designed to make the citizens aware on specific issues. Non-formal programmes are delivered only through TV and radio.

ENROLMENT IN BOU PROGRAMMES

The Fig-3.A and Fig-3.B below show that the enrolment in most of the programmes of BOU has been decreasing in the years followed the programme opening year, though in the opening year the enrolment is high in all the programmes.

Figure-3A
Enrolment in BOU Programmes-I

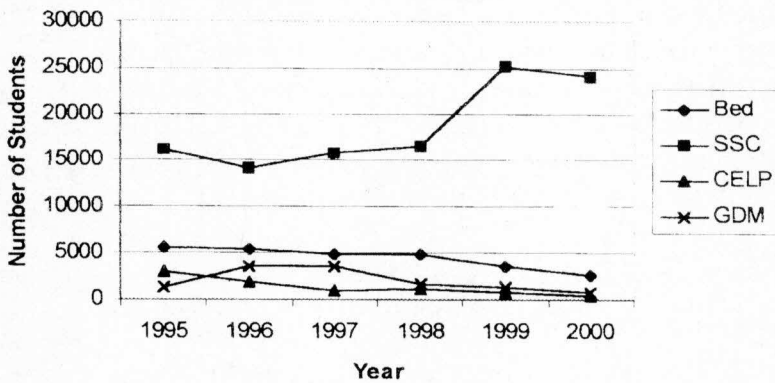
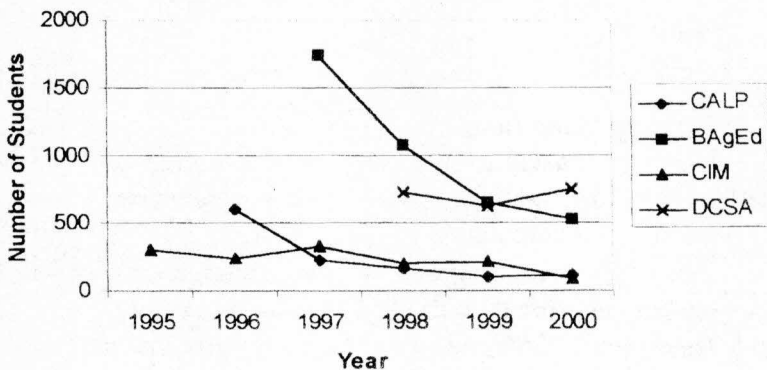


Figure-3B
Enrolment in BOU Programmes-II



Source: Student Support Service Division, BOU.

If this downward trend continues for long, some programmes will not remain cost-effective, which will make it difficult for BOU to remain self-sufficient. Since up-stream huge infrastructure cost is necessary for opening up the ODL system, the average cost decreases as the number of enrolment increases. Therefore, if the enrolment is going down in a programme, the average cost for that programme will go up and the programme will lose its profitability. Necessary improvements in the production and delivery system have to be made for ensuring the sustainability of the programmes. However, a number of factors hinder the improvement efforts, which need to be identified and corrected. The paper briefly discusses the problems and recommends some remedial measures.

PROBLEMS WITH BOU PROGRAMMES

There are a number of internal and also external factors that hinder the growth of ODL programmes of BOU. Some important factors are discussed below.

Limited use of media: For better delivery of the courses, ODL system has to use a variety of media. Table-1 below (adapted from Dekkers, 2000) provides possible combinations of different teaching/ learning methods and media that can be used in open and distance education programmes. The media required to be used in different teaching/learning methods are indicated by ✓ sign and availability at BOU is indicated by the shaded quadrants.

Table-1
Open Learning Delivery Matrix

| Teaching/ Learning Method | Type of Media | | | | | | | |
|---------------------------------|----------------------|--------------------------------|--|--------|------|-------|-------|-----------|
| | Face- to- Face | Video (TV, VHS, VCon) | Audio (Radio, ACasst, TelCon) | Online | Tape | Email | Print | CD Rom |
| Lecture | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| Tutorial | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Seminar | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| Independent Study | | | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Group | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | |

VHS = Video home service (Video cassette), VCon = Video Conference
Acasst. = Audio cassette, Telcon = Teleconference

Table-1 shows that BOU uses face-to-face, video (TV broadcasts), audio (Radio broadcasts), tape, e-mail, and print media. All the media BOU uses are mostly on-way media. Only tutorial services are interactive. Due to lack of availability and affordability of modern technology in Bangladesh, BOU cannot use all necessary media in delivering its programmes.

INCORRECT IDENTIFICATION OF NEEDS

Curriculum must be designed carefully. Needs are to be identified correctly before designing a programme. In some programmes of BOU, initial enrolment rate was very high, but after 2 or 3 years, the enrolment fell dramatically. Since those programmes are not so demanded in the society, in the beginning learners enrolled conspicuously but they are not pursuing the programmes eventually.

DELAY IN PRODUCTION AND DELIVERY

Due to the delay in production and delivery, BOU programmes lose the credibility. Sometimes, the students have to wait 1 month more to have the study package in their hand. For this, once students become frustrated even if the programme is with high social demand, which affects the inflow of the prospective students. Traditional postal service is the cause of the delay in most cases.

LACK OF STRONG COORDINATION IN MANAGEMENT

Proper coordination is necessary for smooth functioning of ODL system. BOU management structure is not ready for proper coordination. For example, during designing and delivering an academic programme, academic schools and divisions (especially, student support services division, publishing, printing and distribution division and examination division) are involved. The following factors sometimes cause weaker coordination among schools and concerned divisions at BOU:

- a. **Horizontal integration:** since the divisions are not vertically integrated with the academic schools, there is no built-in device for better coordination among schools and divisions.
- a. **Infrequent meetings, workshops, seminars, etc.:** Less initiatives for organising frequent meetings, discussions, workshops, seminars, etc., do not let the academics and officers share their ideas. It frequently creates misunderstanding and hinders the delivery of the materials.
- b. **Otherwise motivation:** It sometimes seems that internal and external lobbying is more attractive to the staffs for their upgradation, which sometimes demotivates them to be more attentive in their work.

ACCESS TO ICT

Use of ICT is very crucial in ODL system for better delivery of the courses, better coordination among student-student, student-teaching/tutor, tutor-staff, etc., extracting more knowledge, perfect and fast flow of information, etc. however, use of ICT is very limited in Bangladesh. Many students even do not have access to electricity, telephone, radio and television (shown in table below), which makes the use of ICT still a dream to the students. For many students, access to a PC at the workplace or at home is not viable at the present time.

Table-2
Distribution of Radio, Television, Telephone,
Electricity Connection per Household

| Residence | Radio | Television | People per telephone | Electricity connection |
|------------|--------|------------|----------------------|------------------------|
| Bangladesh | 17.68% | 3.84% | 380.0 | |
| Rural | 16.04% | 1.71% | - | 7.23% |
| Urban | 31.42% | 21.61% | - | 68.31% |

ODL KNOWLEDGE OF THE DECISION MAKING LEVEL

Since ODL is relatively new in Bangladesh, not many experts are available in this area. Most of the key positions at BOU are occupied here by the persons came from conventional institutions. A tendency toward conventionalisation of the ODL system is being noticed sometimes.

RESEARCH, EVALUATION AND REVISION/IMPROVEMENT

Research and Evaluation activities are very limited in BOU. As a result, not much revision is being made with the study materials. Once it is produced, reprint of the same dummy is going on year after year. Sometimes few corrections are made with some courses materials, which do not improve the contents of courses at all.

RECOMMENDATIONS AND CONCLUSION

Although a number of factors hinder the progress of BOU's programmes and the ODL in Bangladesh in general, appropriate plan and proper implementation can let ODL programmes go ahead significantly. BOU and Bangladesh Government can take initiatives to ensure the following for the enhancement of ODL programmes in the near future:

1. Extended public support in audio-visual media use. Presently, BOU has access to national radio and TV channel only for 30 and 40 minutes a day respectively, which is almost negligible for 18 formal and 19 non-formal

programmes. Government can allow BOU to use a separate television channel or a big chunk 4-5 hours a day) in the national TV channel. The same thing can be done in case of radio.

2. Priority in using telecommunication facilities: Although telecommunication is a precondition for having access to ICT, BOU students and staffs have very limited access to telecommunication facilities. For the enhancement of ODL, Government can let BOU students and staffs have easy access to telecommunication facilities on priority basis.
3. Proper curriculum design: some programmes of BOU stated suffering from low enrolment just after two or three year of launching. Proper identification of needs and contexts can lead a good curriculum design that may help the programmes survive.
4. Professional honesty: Professional honesty is crucial for the sustainability of ODL programmes. BOU authority must monitor and ensure the accountability of its staffs. If any coordination problems arises in the system, authority should resolve it immediately.
5. On-time production and delivery of study packages: Delay in production and delivery of study materials discourages students to pursue with the programmes for long. BOU must ensure on-time production and delivery. BOU authority has to give extra effort to make all the study packages ready before the semester starts.
6. Access to ICT: Although ICT is crucial for effective and efficient delivery of ODL courses, due to limited and expensive access to up-stream facilities for ICT use students cannot use ICT viably. BOU can establish necessary infrastructure for ICT at its regional centres and can provide students access to ICTs – audio and video conferencing facilities, computers and CD-ROMs.
7. Better coordination among schools and divisions: Horizontal integration among schools and the concerned divisions creates coordination problems. Academic schools and at least three divisions such as Student Support Services Division, Printing and Publishing Division and Exam Division must have strong coordination among themselves. If necessary, the said divisions can be put under direct command of the schools. On the other hand, frequent workshop, seminar, discussion, training, etc. may motivate them and enhance coordination among them.
8. Research and evaluation: Lack of research and evaluation makes BOU programmes very much static and backward as times goes ahead. No improvement is made with the courses. For ensuring quality of the programmes, BOU should emphasize on research and evaluation and regular revision or updating the study materials.

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THE WORLD OF COMPUTERS

By

Ch. Muhammad Bilal*

The revolution that computers have brought about seems to be an immense affect on our lives. It is just like a bridge to an amazing realm of adventure and discovery that hasn't been crossed yet. Not too long, people who pursued careers in almost any facets of business, education or government, were content to leave computers to computer professionals. In less than a generation, computer competency has emerged in virtually any career from a *nice-to-have* to a *job-critical skill*.

Before going into the details, let us behold the major aspects this article would cover:

- Introduction to Computers
- Data; Foundation for Information Technology
- Evolution and Characteristics of Computers
- The Information Society
- Impact in our Daily Life
- Advantages/Disadvantages of Computers

INTRODUCTION TO COMPUTER

The word *Computer* is derived from 'compute', that means to calculate. Therefore, a computer was usually considered an arithmetic operation-performing device. In fact, the original objective for this invention was to create a fast calculating machine.

Today, more than 80% of the work, done by computers, is of non-mathematical or non-numerical nature. Hence, to define a computer merely as a calculating device, is to ignore over 80% of its work. More accurately, a computer may be defined as a device that operates upon information or data. A computer can store, process and retrieve data as and when desired. The fact that computers process data is so fundamental that many people call it a *data processor*.

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DATA: FOUNDATION FOR THE INFORMATION TECHNOLOGY

Data (singular: datum) are just raw facts, look all around us and can be of any kind. *Information* is a data that has been collected and processed into a meaningful form. Just 60 short years ago, *information* was the telephone operator who provided directory assistance. Around 1950, people began to view information as something that could be collected, sorted, summarized, exchanged and processed, but only during the last two decades that computer have allowed us to sort out the things in that way!

Computers are very good at digesting data and producing information. For example, when you run short of money and stop at an ATM (automatic teller machine), all data you enter, including that on the magnetic stripe of your bankcard, are processed immediately by the bank's computer system.

Traditionally, we think of data in terms of numbers and letters but the recent advancements in IT have opened the door to data in other formats, such as visual images. For example, dermatologists use digital camera to take close up pictures of the patient's skin conditions. Each patient's record (information about the patient) is then updated on computer's master file. During each patient's visit, the doctor recalls the patient's record, which includes the colour image of the skin during last visit.

Remember, as your car will not run without fuel, similarly your computer won't produce any information without data.

EVOLUTION OF COMPUTERS

Historians divide the history of modern computer into four generations, but the history of the calculating devices (each succeeding the other) is centuries old. A brief chronology on major developments is mentioned hereunder:

- The *Abacus* is considered as the first mechanical counting device traced back 5000 years ago and was used for simple counting.
- The *Pascaline* (another mechanical adding machine) was invented by Blaise Pascal to help his father; a tax collector. It had counting wheels for addition. These wheels have been in use in all mechanical calculators until mid 1960s.
- The *Difference Engine* was the invention of Charles Babbage, which performed tedious calculations accurately. Meanwhile, he conceived the idea of an *Analytical Engine* that could add, subtract, multiply and divide: that uncompleted project had to cover an area of a football ground. In 1991, London's Science Museum spent

\$600,000 to build a model of difference engine that was 6 feet high, 10 feet long and weighs 3 tons.

- Inspired by the work of Babbage, the daughter of poet Lord Byron, Lady Ada Augusta translated his work adding her notes. Her suggestions for the implementation of Babbage's work by punched cards have led people to call her the first programmer. The famous programming language ADA is named after Lady Ada.
- Herman Hollerith devised a punched card tabulating machine. His objective was mainly for speeding up the 1890s census and earned a lot of money of that.

From 1920s throughout the mid 1950s, punched card technology improved with the addition of more punched-card devices and more sophisticated capabilities.

- Dr. John V Atanasoff assembled a prototype of the ABC (Atanasoff Berry Computer) for helping his students for carrying out physics problems fastly. A working model was finished in 1942 that suggested the use of an electronic medium with vacuum tubes.
- In 1946, two scientists collaborated to prepare a machine, namely *ENIAC* (Electronic Numerical Integrator and Computer) for military purposes that could compute trajectory tables.

THE COMPUTER GENERATIONS

The four generations used in the evolution of computers, are:

1. *First Generation*

The first generation of computers (1951-1959), characterized by the use of vacuum tubes, is generally thought to have begun with the first commercially viable electronic digital computer.

2. *Second Generation*

The second generation (1959-1964) was the period of using transistors in lieu of vacuum tubes. Transistorized computers were more powerful and cooler to operate.

3. *Third Generation*

The third generation (1964-1975) is characterized by the IC's (integrated circuits) and IBM's *system 360* is one of major advancements of this generation.

4. *Fourth Generation*

Though base technology is also IC's based, but this fourth generation (1975 onwards) comprise of advancements in miniatures circuitry, data communications and hardware/software designs.

CHARACTERISTICS OF COMPUTERS

A few leading traits of computers are as follows:

- ***Speed***

While talking about the computer that is a very fast devise, we don't use seconds or even milliseconds, rather in picoseconds. A fast computer can perform about 3 to 4 million simple arithmetic operations per second

- ***Accuracy***

The accuracy of computer is consistently high and the degree depends upon its design. Errors can occur in computers, but that are due to human mistake in programming.

- ***Diligence***

Computer, unlike a human being, is free from tiredness, lack of concentration, monotony, etc.

- ***Versatility***

One of the superb features of computers is versatility. It can perform various operations that could be of different nature at the same time by dividing the time factor for each task.

- ***Memory***

A computer can keep a large amount of information that (unlike human beings) can be accessed at any time.

INFORMATION SOCIETY

We live in an information society where, knowledge workers, channel their energies to provide an abundance of computer-based information services. The term 'knowledge worker' revolves around the use, manipulation and dissemination of information. Do you think that you are an active participant of this emerging information society? Try to find with these conditions; you are a participant if you

- a) feel comfortable using and operating computer system;
- b) can use for solving problems and how to make the time valuable for you;

- c) are able to interact: to generate input to and output from the system;
- d) understand the impact of computers, now and in future;
- e) are an intelligent consumer of computers and computer equipment collectively called *hardware*. Intelligent computer shoppers usually get what they need, not what they think they need;
- f) are and intelligent consumer of software and non-hardware related products and services;
- g) are conversant in *computers*, i.e. terms and phrases that are common in everyday computing and foundation of computer terminologies.

IMPACT IN OUR DAILY LIFE

The uses of computers are like the number of hairs on your head--limitless. If you imagine it, there is always a good chance that computers can help you. While writing this article, its computer that has brought ease for me to pick out my writing mistakes, this is just an example. There are many applications of computers, including mainly the following:

Information Systems:

We combine hardware, software, people, procedures and data to create an **information system**. This includes all uses of computers that support the administrative aspects of an organization, such as airline reservation systems, student registration systems, hospital patients billing systems and countless others.

Personal Computing:

Personal computing refers to an environment in which a person controls the PC without the limitation of controls. It has outshined the anticipations of a decade ago. The rapid increase in the software development has laid a foundation to personal computing. There are some popular productivity tools.

- *Word Processing* software enable users to enter and edit text in documents for printing, faxing or sending mails.
- *Desktop Publishing* allows users to create newsletters, advertisements, procedures manuals, and for many other printing needs.
- *Spreadsheet* software helps users to work with rows and columns of data.
- *Database* software permits users to create and maintain a database and to extract information from it.

- *Graphics* software facilitates the creation and management of computer-based images, maps, clip arts, line drawing, logos etc.
- *Communication* software enables users to send e-mail and faxes, tap the internet and link PC remotely.

Science, Research and Engineering

Computers are helpful in routine life as tool in experimentation, design and development. One of these applications is computer-aided design (CAD), which involves the designing process. CAD systems enable the users to create three-dimensional objects flipping, resizing and rotating of graphic images.

Education and Reference

Computers have added a lot in learning process. It has become the main educational tool in home, classroom and in business. The computer based training (CBT) has a profound impact on traditional modes of education.

Edutainment

The word edutainment is the combination of education and entertainment. The software that teaches a learner by some sort of game or puzzle etc., is included in the field. 'Carmen Sandiego' is one of the games that provide different missions teaching geography and history.

Communication

At present, we live in a global village in which computers and people are linked within organizations and between countries. Whether you are using computer at home or in some organization, it is usually connected electronically to a network of one or more computers to share resources and information. The concept of *global village* might not be right for societies in general, but is true in the field of computers.

ADVANTAGES/DISADVANTAGES OF COMPUTERS

Advantages

Over the past few years, computers have become a vastly popular household item. The luxury of e-mailing messages as opposed to charging up the phone bill, is more appealing. Checking news, weather, and sports via the Internet is a convenience that many are taking advantage of. Our children's lives are already being influenced by technology – and this is just the beginning. They are becoming smarter and everyone who uses computers, has got the chances to boost his/her knowledge and skills.

Disadvantages

Often computers take the place of people's job. In certain areas of the country. ATM machines have taken the place of bank tellers. This lets the bank managers cut their employment budget by having a computer rather than a paid employee do a job. In factories, manual workers have lost their jobs due to powerful pieces of machinery taking his or her place.

There are times when computers fail to work. This can lead to lost papers, information and data. There was also the infamous Y2K bug that set half of the world in a panic on January 1, 2000. At these times when computers do not work, things can take even longer than they might have if they would have been done by hand.

Computers that give an open world for everyone, could be harmful for children. Parental control is necessary for them to get the real benefits.

THE INFORMATION SUPERHIGHWAY

In the near future, computers will be built into our domestic, working and external environment. Eventually the information superhighways will enable people of all walks of life to interact with just about anyone else, with institutions, with businesses, and with vast amounts of a data and information. However, it must be significantly improved to realize its promise.

Your Challenge: The computer offers you the opportunity to improve the quality of your lives. It is your challenge to harness the power of the computer and direct it to the benefit of society.

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DEVELOPMENT OF A TRAINING PACKAGE FOR IMPROVEMENT OF ORAL AND AURAL SKILLS

By
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ABSTRACT

A study was initiated on the subject, "Development of a Training Package for Improvement of Oral and Aural Skills of Gentlemen Cadets at the Pakistan Military Academy". In this regard views and suggestions of the subjects comprising Gentlemen Cadets and Officers of the Department of English, being learners and teachers were inquired through two questionnaires. A 21- item survey instrument for instructors and 18-item survey instrument for the students were developed to obtain information regarding "Oral and Aural Skills of Gentlemen Cadet at the Pakistan Military Academy" with special reference to syllabus, teaching methodology and testing. A diagnostic test of speaking and listening at the level of 1st term was conducted to know the weaknesses. Recommendations were offered to ameliorate the standard of Oral and Aural Skills of Gentlemen Cadets. Findings of the study revealed that gentlemen cadets face a lot many hindrances in the acquisition of Oral and Aural Skills due to hectic schedule, non-conducive atmosphere and traditional teaching methods and techniques.

INTRODUCTION

Men govern through word's said Disraeli. There is no doubt that teaching of English language to the Gentleman Cadets at Pakistan Military Academy is a very important aspect of the overall training effort, for without good expression a leader cannot command effectively.

The Department of English with strength of 1+25 officers is committed to the task of improving the expression of the cadets. The medium of instructions at Pakistan Military Academy is English, as such efforts, put in by the English Department officers, are supported by all the members of the training faculty. In spite of all these efforts and the investment in the terms of language laboratories, Audio Visual equipment in 17 Hall of Studies, etc, the results are not very gratifying and the observation that the English expression of not only of

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Gentlemen Cadets but that of officers is deteriorating is a matter of concern for the faculty members at Pakistan Military Academy. Studies were carried out earlier too at Pakistan Military Academy with a view to taking stock of the state of expression of the Gentlemen Cadets and to effect improvement of standards. Those studies did identify various gray areas and appropriate remedial measures were taken from time to time, which included revision of curricula, methodology, introduction of audio-visual equipment, improvement of quality of instructional staff etc. Hopefully, this study would be more comprehensive than the previous studies because it takes into account all past accomplishments as well as shortcomings.

Pakistan Military Academy is the most prestigious institution of the Pakistan Army, which changes the raw material from the civil circles into officers. One can see the dominance of English expression at Pakistan Military Academy. Starting from the talking about orders and instructions issued by the authorities every commandment is in English. If the Commandant wants to address the officers or cadets, he will have to deliver his address in English.

If an instructor wants to deliver his goods, whether they pertain to academic training or military training, he will have to express himself in English. All mutual conversations on and off parade are carried out in English. Medium of instructions and mutual communications are in English. A cadet could easily be taken to the task for not speaking reasonably good English, and an officer cannot survive in this Academy without reasonably good proficiency in this language.

STATEMENT OF THE PROBLEM

To analyse the present situation of speech training at Pakistan Military Academy with special reference to Development of a Training Package for Improvement of Oral and Aural Skills of Gentlemen Cadets and to know the weaknesses in the present system for subsequent improvement.

SIGNIFICANCE OF THE STUDY

Mission accomplishment requires skilled leaders able to make the right decision. The lives of their subordinates, peers, and superiors may depend on their skill at accomplishing this task. However, a more critical skill is the ability to clearly communicate that decision. Individuals who can get their intent and ideas across so that others understand the message and act on it possess one of the primary qualities of leadership--the ability to communicate clearly. Therefore, their success as a military leader depends on their ability to think critically and creatively and to communicate their intention and decision to others.

OBJECTIVES OF RESEARCH

- a. To diagnose the weaknesses of Gentlemen Cadets in Oral and Aural Skills at grass root level.
- b. To analyse the positive and negative field forces in the acquisition of aural oral skills.
- c. To analyse the present situation of Speech Training.
- d. To analyse the existing syllabus of Speaking Skills.
- e. To know the weaknesses in teaching of Speaking Skills.
- f. To know the weaknesses in teaching of Listening Skills.
- g. To know the weaknesses in testing of Speaking and Listening Skills.
- h. To estimate the suitability of teaching materials and methods.
- i. To develop a training project to overcome the existing weaknesses.

METHODS OF RESEARCH

As in present research appraisal of background of the cadets, instructors, suitability of teaching material, methods of teaching and syllabus have been gleaned through the test results interviews of the teachers and opinions of the Gentlemen Cadets. Therefore, the methods of applied research have been followed. In this method, various aspects of the problem are evaluated. In this method, data is collected through the following four techniques:

- a. Diagnostic Tests
- b. Questionnaire.
- c. Interview.
- d. Observation.

First, the researcher prepared a Diagnostic Test and Questionnaires to collect information about the existing weaknesses at initial level, methods of teaching, teaching materials and present syllabus long with testing.

For this purpose, the researcher tested 30 Cadets of First Term, interviewed 19 instructors for collecting required information. Further 50 students of each course were interviewed about their trends and performance in acquisition of Oral and Aural Skills.

REVIEW OF THE RELATED LITERATURE

Aim of Speaking Skills

According to Donn Byrne (1982: 9), the main goal in teaching the productive skill of speaking will be oral fluency; the ability to express oneself intelligibly, reasonably accurately and without undue hesitation. To attain this goal, the students will have to be brought from the stage where they merely

initiate a model or response to cues to the point where they can use the language to express their own ideas.

Curriculum Design

A good curriculum would give students ample scope for participation through controlled teaching points, coupled with considerable exposure to the language through spoken expression. We also assume that it is not possible for the teacher to control all aspects of learning and that a lot must be left to the students' own involvement, perception and abilities.

Linguists point out that in speaking the first language for mother tongue people are never conscious of its grammar. A grammar consciousness actually inhibits expression. Along with structures, functions and notions should also be taught through guided practice.

This process requires basis like content, skill and method. Through this process we can design an appropriate speaking course for the learners as given in Figure.

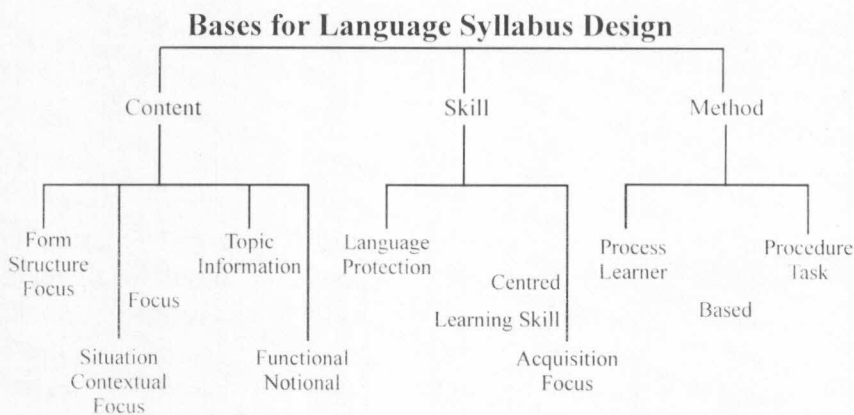


Figure Brumfit 1981

Syllabus Designing for Speaking Course

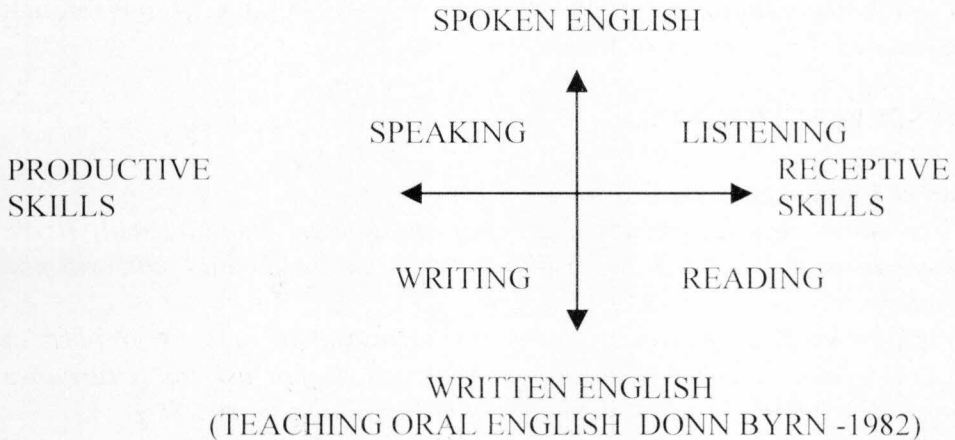
| | |
|--------|---|
| Step 1 | Approach |
| Step 2 | Selection of Topics |
| Step 3 | Questionnaire |
| Step 4 | Analysis |
| Step 5 | Activities, Functions and Exercises |
| Step 6 | Gathering Material |
| Step 7 | Matching Tasks and Activities to Material |

| | |
|---------|----------------------|
| Step 8 | Scope and Sequence |
| Step 9 | Designing the Packet |
| Step 10 | Piloting |
| Step 11 | Editing |

Figure: Designing an Advanced Speaking Course Linda Bawcon 1995: 41

Teaching Speaking Skill

According to Donn Byrne (1982: 8), oral communication is a two way process between speaker and listener involving the productive skill of speaking and the receptive skill of listening with understanding. To improve the spoken skill, a teacher is trying to teach the English language in the class room which is perhaps best learnt outside it.



Fluency Versus Accuracy

According to Marry Finchario (1983:26), fluency and accuracy are both goals of language learning. Indeed many psychologists and socio linguist would place fluency over accuracy.

According to Pit Corder (1981: 26), 'Fluency is for all learners; accuracy for some; absolute accuracy for few.

Nearly all tasks which involve simultaneous group work will have an element of fluency. So, too, will much simulation and role-play activities, and many communications games. But, such procedures will only incorporate fluency activities if students are attempting to co-operate, using English as much as possible with no fear of correction if they make mistakes.

'The teacher, therefore, has responsibilities to create plenty of opportunities for students to use or negotiate with the language they have learnt or been exposed to. Such opportunities can be provided by fluency work in which students are expected to communicate on the communication tasks, on the use of language, and not on formal accuracy'.

The development of fluency in a foreign language is of particular importance when the students involved are those who have either completed several years training in that language and who wish to continue, or for those students who are coming back to learn the language as adults. Most students at this stage have a well-defined need to learn the language. Most of these students have by this stage, acquired a reasonable passive knowledge of the technicalities of the language. They are now ready to put the knowledge to use in communication according to their various needs. Hence they can be put through proper guidance for integration of fluency and accuracy.

GUIDED SPEECH TRAINING

Principles of Guided Speech Training

1. *Give some information about the reason students should listen. If the purpose is not defined, we will probably not listen and nor will the students.*
2. *Work for short, active responses from students during or between parts of listening passage. In the classroom we often do not ask for a response until after a fairly lengthy speech. So it becomes a memory test.*
3. *Face the students and keep their attention focused, avoiding too many distractions. The visibility of the speaker enables the students to see facial and body gestures and so aids understanding.*
4. *Use environmental clues to encourage students' interest. Maps, wall displayed and relevant visual aids help the students to remember the subject being taught. But we should be aware of introducing distractions for the wandering eye.*
5. *Demand responses, even in longer speech by the use of facial expression and body language, possess and re-directive attention to visual aids. In real life listening is in short bursts, followed by response and then another burst, possibly from a different speaker.*
6. *Use the correct form of speech for the situation but one should remember that formal speech demands more of the listener, so give time for understanding. In informal speech we repeat ourselves, speak meaningless additives such as I mean OK, RIGHT which give speaker and listener time to think and understand.*

7. *Formal speech delivers more information more quickly, so keep informal speech for 1: 1 or small group work to give additional explanations.*
8. *Before formal speech i.e. public speaking initiate informal speech in small groups.*
9. *Prepare the words students will need for the speech and teach them.*
10. *Failure to understand a word distracts the listener from the meaning of phrase surrounding it.*
11. *Try to use unfamiliar words repeatedly with a pause and repeat the point using more familiar words. Students quickly learn unfamiliar words that will be explained. It will enhance learners' vocabulary and refine their pronunciation.*
12. *Give students time to respond and listen to their answers. Because when listening and speaking, someone else sets the pace not the student. The teacher should know that they need time and should give a meaningful response.*

Dialogue Teaching

All audiovisual courses are mainly based on dialogues, which are probably the best tool, which the teacher can use. In these dialogues, the language used is primarily conversational and reflects many different styles and registers. They are also helpful in presenting speech routines. The students watch different scenes developed with the help of dialogues. The students generate different activities given in the books pertaining to these courses. These dialogues are used to exemplify grammar and meaning hence can be used for the development of both accuracy and fluency. Dialogues are also very useful for teaching of pronunciation in connected speech.

According to Donn Byrne (1982:25) "There are ten steps in presenting new language through a dialogue.

| | |
|-----------|---|
| Step-I | Establish the setting |
| Step-II | Establish a personal link with the situation |
| Step-III | Pre-teach selected items (optional) |
| Step-IV | Set a listening task. |
| Step V | Ask the students to listen. |
| Step VI | Ask the students to read silently as they listen. |
| Step VII | Ask the students to listen and repeat. |
| Step VIII | Explain any difficulties. |
| Step IX | Ask the students to practice. Saying the dialogues. |
| Step X | Get the students to dramatize the dialogue. |

PRINCIPLES OF NATURAL APPROACH

The Natural language Teaching Approach

Krashen and Terrel (1983) refer to the natural approach as a communication approach. They rejected such method of teaching in which grammar was viewed as the central component of language, on the ground that they were not based on actual theories of language acquisition rather on such basis as structure of language.

In the natural approach there is emphasis on primacy of meaning and importance of vocabulary and mastery of structures by stages. Language is viewed as a vehicle for communication.

Thus language consists of lexical items, structures and message.

Theory put forward by Krashen is the basis of the natural approach.

Principles of Communicative Approach

- a. *It emphasises the learning of notions and functions rather than structure.*
- b. *In this method of language teaching, a learner is placed in situations where he must use the target language as an instrument for satisfying his immediate communicative needs as normally it is done outside the class in Pakistan Military Academy.*
- c. *All language skills are practised and developed as students' work on all four language skills from the beginning.*
- d. *In negotiating meaning in trying to make them understand – even when their knowledge of the target language is incomplete. They learn to communicate by communicating (Dian. Larsen – Freeman 1986:131).*
- e. *Students interact a great deal with one another outside the class.*
- f. *Encourage co-operative development.*
- g. *Students native language is not used*
- h. *No need of designing any activities because language of all pairs, trio and group interactions in inside and outside the class is English).*

Why Integration of Skills

According to Tony Lynch (1988:15) The traditional method of developing listening skills – getting learners to listen to a piece of language and then to answer subsequent comprehension questions has limitation as a technique for developing reciprocal listening skills, partly because it separates the skills of listening and speaking. It practices both, but at different stages of the task. Speaking is something one do after listening rather than while one listens.

The sort of listening task also encourages a passive view of listening skills, since speaking and listening are separated for teaching purposes.

According to Donn Byrne (1982:8), poor understanding often generates nervousness, which may in turn further inhibit the ability to speak. Their ability to understand needs to be considerably more extensive than their ability to speak.

Listening and speaking the two oral skills are not passive activities. In listening the listener is expected to response to what he has heard and to be able to speak back.

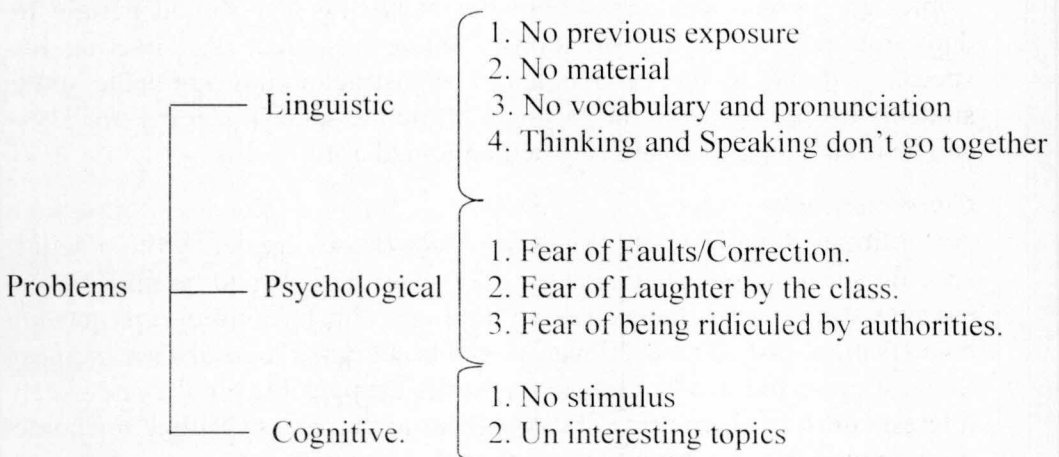
Problems Faced by Students and Teachers

To improve the spoken expression of English language a teacher has to teach the English language in the class room, which is perhaps best, learnt outside it.

The speaker while speaking conveys the meaning through the medium of language and also uses stress, intonation, gesture and movement to convey the meaning.

In the spoken contents of the language a teacher will have to inculcate two levels of learning in his students:-

- a. The flexible use of the grammatical patterns and structures of the language.
- b. The practice of expressing the personal meaning.



(Problems faced by the students and teachers – Shameem Abbass 1980 : 51)

Speaking and its sister skill listening produce the greatest bulk of human communicative activity.

Bases of a Training Package

Free speech practice can be ensured with the help of dialogues, chain stories, telling jokes, public speaking, conversation, role-playing and improvisation.

a. *Dialogues*

Present a dialogue on a cassette and help students to listen and repeat. They absorb and reproduce what they contain whether in terms of acting out or improvisation.

b. *Chain stories*

According to John Haycraft (1978:81) chain stories are very useful at advanced stages, as they depend on improvisation. Instructor will make a statement and the students will supply a new sentence. Stories may pertain to war heroes or some heroic act during the real war conditions. It will arouse their interest and they will use their imagination they being practically involved in it.

c. *Telling Jokes*

According to John Haycraft (1978:85) "One obvious approach is to get each student to think of a joke, rehearse it by him and then tell it in class. It is essential to ensure fluency and verve and to emphasise the importance of leading up to the climax with the right stress and intonation."

d. *Public Speaking / Talk*

Topics for public speaking should be interesting and should pertain to daily routine or real life situations. While a student is delivering his speech, critique should be avoided. The instructor may nominate some students for noting down the mistakes while the speech is going on. They can be used later as a means of teaching remedial English.

e. *Conversation*

According to John Haycraft (1978:86) Most classes are defined to practice specific speaking or listening skills. However there should be times when students can express themselves without any aim in mind except general conversation". At advanced level, it should be possible to discuss themes. Suggest these and get the class to the same. Then decide on the one which interests most of them preferably get them to prepare an outline for home work in note form, putting forward the argument in favour and against and finally a summary of views on which you can generate a discussion.

f. *Role Playing and Improvisation*

With more advanced classes, one can give fuller reign to role-playing. One can introduce it by playing a tape or showing a film and then getting the students produce their own version of the situation

g. *Field Trips*

According to Julian M Dobson (1983:105) "If you can arrange short field trips for your English conversation groups, you will probably find that such trips offer excellent practice in English.

Marry Finchario (1969:105) points out a trip can be a source of conversation practice even before it begins". Field trips are not only fine ways to get students to practice to their English they also tend to increase the motivation to learn English because they take the language outside the class and the world at large where it is spoken.

According to Donn Byrne (1982:10), practice in controlled speaking under the teacher direction should be matched with opportunities for free expression where the learner should not be discouraged by excessive correction.

Wilga Rivers (1984:194) and others suggest that one way of providing such practice is to have the students make short oral reports before the class the element of choice is important in students motivation, so the student should be free to select any topic or title he chooses.

To quote Wilga Rivers (1984:194) by demanding completely accurate grammatical forms and sentence structure and thoroughly appropriate choice of lexical items, the foreign language teacher is often demanding of the student a higher level of expression than that of which he is capable in his native language.

Wilga Rivers (1984:29) further suggests that when real or semi real communication is taking place in the classroom, the student should be interrupted as little as possible. Instead the teacher should unobtrusively note one or two recurring errors of pronunciation or structure which would impede communication or be unacceptable to a native speaker, and bring these to the attention of whole class for practice a little later on.

It is when the learner starts, speaking continuously extensively and in mutual communication situations that the whole thing takes a creative turn. Extended oral communication is a key to free expression.

Free Expression

According to A.W Frisby (1955:30), in real life we speak for a purpose whether it is to make inquiry, to give information which has been asked to us, to convey our good wishes or to reject unsatisfactory articles and so on..... When we want our pupils to speak and write, we must devise the same needs for speaking.

'When the focus of the speaker is on the form of the language, the language environment is formal and it is done inside the class. When the focus is on the content of the communication, the language environment is natural and it is done outside the class. An ordinary conversation between two people is natural and so are verbal exchanges at a store, a bank, or a party. The participants in these exchanges care about giving and receiving information or opinions, and although they use language structures, they do so with virtually no conscious awareness of the structures used'.

According to Donn Byrne (1982:10), No real learning can be assumed to have taken place until the students are able to use the language for themselves. At any level of attainment they need to be given regular and frequent opportunities to use the language freely, even if they sometime make mistakes as a result. (Teaching Oral English)

According to Brown H.D (1980:30), it follows that the only way that learner will discern that such forms are not possible is when he makes mistakes with them in his free use of language. For this reason too therefore, it is essential that adequate opportunity for free use of language be provided as part of the language learning process.

At an advanced level emphasis should be on content, without much concern to the form of expression. Phonological, morphological and syntactical patterns of the spoken English can become part of a student's permanent routine if they are practised to a point of over learning.

Krashen S. D and Terrell T(1983:95) opine that adults have 2 distinct ways of developing second language competence:-

- a. Via language acquisition i.e. by using language for real communication (outside the class)
- b. Via learning 'learning refers to explicit knowledge of rules being aware of them and being able to talk about them.

DATA COLLECTION/ANALYSIS

The study was carried out to know the weaknesses in the existing system of speech training with special reference to syllabus, teaching methodology and testing. A questionnaire was distributed to 50 students from each course hence from all the four courses 200 cadets were asked to fill and tick the survey item. The instructors were also requested in this regard but they were reluctant hence they were interviewed and their views have been gathered accordingly.

From all the three Terms less First Term were served a questionnaire to know about the existing state of affairs. The First Term Cadets were given a diagnostic test to know the weaknesses at initial level. 50 cadets from each course were interviewed while 30 cadets of the First Term were given a test. 15 Teachers were interviewed.

Needs Analysis

According to Diane Larsen – Freeman (1986:158) 'Language is a social activity and the choice of language varies according to social function and personal intention. Language therefore, must provide the learner with means to select language, which is suitable for the circumstances in which it is used. The learner needs English to use it in real life situation. He needs English to communicate effectively outside the classroom in all situations.

When we analyse the present situation at Pakistan Military Academy, we come to know that every cadet needs to communicate in English in all formal and informal situations.

Analysis of Data

In response to questionnaire circulated to 50 gentlemen cadets of each course, we received different responses which are tabulated in the table given below:-

| Questions | Percentage | A | B | C |
|-----------|------------|-----|-----|-----|
| 1 | 100 % | 200 | - | - |
| 2 | 100 % | 200 | - | - |
| 3 | 100 % | 200 | - | - |
| 4 | 100 % | 200 | - | - |
| 5 | 75 % | 25 | 150 | 25 |
| 6 | 80 % | 20 | 160 | 20 |
| 7 | 85 % | 30 | 170 | - |
| 8 | 90 % | 10 | 10 | 180 |
| 9 | 90 % | 10 | 180 | 10 |

| | | | | |
|----|-------|-----|-----|-----|
| 10 | 90 % | 20 | 180 | - |
| 11 | 85 % | 170 | 30 | - |
| 12 | 80 % | 25 | 160 | 15 |
| 13 | 65 % | 30 | 130 | 40 |
| 14 | 70 % | 140 | 35 | 25 |
| 15 | 80 % | 40 | 160 | - |
| 16 | 100 % | 200 | - | - |
| 17 | 60 % | 50 | 30 | 120 |
| 18 | 45 % | 30 | 90 | 80 |

The following responses have been gathered with reference to questionnaire for students given at Annexe D:

1. *In response to Question 1, 100 % respondents opine that they do have syllabus for speaking skills.*
2. *In response to Question 2, 100 % respondents opine that they do have syllabus for listening skills.*
3. *In response to Question 3, 100 % respondents opine that they are satisfied with speaking ability of their English Instructors.*
4. *In response to Question 4, 100 % respondents opine that they are satisfied with speaking ability of their instructors of other academic subjects including military subjects.*
5. *In response to Question 5, 75 % cadets suggest that appropriate emphasis is being laid on speaking skills in the classroom.*
6. *In reply to Question 6, 80 % cadets opine that they are not being rightly taught the speaking skills.*
7. *In response to Question 7, 85 % cadets suggest that they are not being rightly tested in the listening skills.*
8. *In response to Question 8, 90 % cadets suggest that speaking skill do help in their leadership qualities.*
9. *In response to Question 9, 90 % cadets suggest that they are not satisfied with the standards achieved through speaking skill.*
10. *In response to Question 10, 90 % cadets suggest that they are not provided with ample chances to speak in their English classes.*
11. *In response to Question 11, 85 % cadets suggest that they are given very little chances of free speech in English class.*
12. *In response to Question 12, 80 % cadets suggest that there is no proper time allocated for teaching of speaking skills.*
13. *In response to Question 13, 65 % cadets suggest that they do not have sufficient periods allocated for the teaching of pronunciation.*

14. *In response to Question 14, 70 % cadets suggest that teaching of pronunciation helps them in speaking fluently.*
15. *In response to Question 15, 80 % cadets suggest that audiovisual courses are not helpful in teaching of speaking and listening skills.*
16. *In response to Question 16, 100 % cadets mention the following hindrances in acquisition of speaking skills.*
 - a. *Excessive abusive language*
 - b. *Even low standards are acceptable.*
 - c. *Interference by unauthorised persons.*
 - d. *Tense and harsh atmosphere.*
 - e. *Lack of vocabulary*
 - f. *Fear of committing mistakes.*
 - g. *Lack of confidence.*
 - h. *Lack of knowledge of grammar rules*
 - i. *Less opportunities to speak*
 - j. *Problems in understanding fast speech.*
 - k. *Poor verbal expression.*
 - l. *Mother tongue creates problems.*
 - m. *Discouraging attitude of platoon commanders and senior cadets.*
 - n. *Different styles of speaking English by native speakers.*
 - o. *During video programme cadets often sleep in the classes.*
 - p. *Feeling of insecurity while speaking in front of others.*
 - q. *Fear of critique discourages speakers.*
 - r. *Less time for preparing/practising Public speaking.*
 - s. *Topics are old and boring.*
 - t. *Proper time is not given for preparation.*
 - u. *Less listen and repeat exercise.*
17. *In response to Question 17, 60 % cadets opine that the critique given after each speech by the instructor adversely affects the acquisition of speaking ability.*
18. *In response to Question 18, 45 % cadets suggest that intensity of speaking English as the campus language is not proper.*

Teachers view point gathered through interviews

19 instructors of English out of 26 were interviewed as per Annex E and their responses are given below:

1. *In response to Question 1, 100% instructors agree that spoken expression is very important in army.*
2. *In response to Question 2, 100% opine that they speak to their cadets in English on and off parade.*

3. *In response to Question 3, 100% agree that the cadets are motivated to learn English.*
4. *In response to Question 4, 70% opine that they use mixed methodology while 30% say that they use Direct Method.*
5. *In response to Question 5, 70% agree that they encourage pair and group work as per requirement.*
6. *In response to Question 6. 100% agree that their students do have lot many hindrances:*
 - a. *Weak background of English makes speaking English an uphill task.*
 - b. *Approach of cadets is Commission oriented, it is not learning oriented.*
 - c. *Various languages background.*
 - d. *No personal involvement of the students due to hectic schedule.*
 - e. *Unnecessary stress on joining of words.*
 - f. *Less public speaking classes*
 - g. *Atmosphere is highly controlled and harsh.*
 - h. *Element of fear, shyness and fear of being ridiculed by their counterparts and authorities .i.e. presence of Platoon Commanders in public speaking, debates and discussion classes.*
 - i. *Military training dominates academic training.*
7. *In response to Question 7, all agree that they use Direct Method.*
8. *In response to Question 8, 75% opine that they do not prefer fluency over accuracy.*
9. *In response to Question 9 all agree that they do expose their students to the native speakers constantly to Audio-visual Courses.*
10. *In response to Question 10, 70 % opine that they are satisfied with the syllabus of listening and speaking skills.*
11. *In response to Question 11, 90% agree that the institution does not provide conducive atmosphere for acquisition of speaking skills.*
12. *In response to Question 12, all agree that listening is being taught with a purpose.*
13. *In response to Question 13, 60% agree that their teaching methodology helps their students in learning speaking and listening skills.*
14. *In response to Question 14, all agree that time allocated for teaching of speaking skills is not appropriate.*
15. *In response to Question 15, all suggested lot many changes, some of which are enumerated as under:*
 - a. *Deliberate and well chalked out exposure to English News.*
 - b. *Tension free atmosphere in public speaking classes.*

- c. *Maximum periods be allocated for speech training.*
- d. *New teaching techniques be employed for teaching speaking skills.*
- e. *Colloquial English be accepted as a variety of English and be encouraged.*
- f. *Interesting and motional topics be incorporated in speech training.*
- g. *Present trends of testing speaking skills be converted to teaching speaking skills.*
- h. *Computers should be used for appropriate pronunciation teaching.*

16. *In response to Question 16, all suggested lot many changes, some of which are enumerated as follows:*

- a. *English for Specific Purpose courses like, Bid for Power and Business English are basically meant for students of Commerce and Trade hence need to be changed.*
- b. *Ship and Sheep course on pronunciation may be made part and parcel of speech training for better integration of listening and speaking.*
- c. *Some model speeches be shown to the cadets in an informal manner and then their strong and weak points be discussed with the help of cadets.*
- d. *Cadets should be given a chance to record their speeches on audio and video cassettes to improve upon their accent, delivery and presentation.*
- e. *Critique after each speech be delayed till the speech of the last speaker. After that general comments may be offered.*

17. *In response to Question 17 all agree that listening is not tested.*

18. *In response to Question 18, 80% agree that their students do not understand native accent.*

19. *In response to Question 19, 80% agree that their students are not observed constantly for speaking English.*

20. *In response to Question 20, all agree that they teach spoken English through graded exercises.*

21. *In response to Question 21, all agree that they prefer exercises like listen and repeat.*

Analysis of the Speaking and Listening Test

1. *A speaking and listening test was conducted at the level of 1st Term at Pakistan Military Academy to know the weaknesses at elementary level.*

One platoon consisting of 30 cadets was selected to undergo the test. The test results are tabulated as under:

| Questions | Appeared | Passed | Failed | Pass %age | Weaknesses Observed |
|-----------|----------|--------|--------|-----------|---------------------|
| 1 | 30 | 2 | 28 | 6% | |
| 2 | 30 | 3 | 27 | 10% | |
| 3 | 30 | 2 | 28 | 6% | |
| 4 | 30 | 0 | 30 | 0% | |
| 5 | 30 | 0 | 30 | 0% | |
| 6 | 30 | 0 | 30 | 0% | |
| 7 | 30 | 3 | 27 | 10% | |
| 8 | 30 | 3 | 27 | 10% | |
| 9 | 30 | 3 | 27 | 10% | |

The following results have been gathered with reference to Test served to the students given at Annex E:

1. *In response to Question 1, it was revealed that the students are very weak in recognizing vowel sounds.*
2. *In response to Question 2, it was revealed that the students had never been exposed to the notions and intonations.*
3. *In response to Question 3, it was revealed that the students had never been exposed to stress and how to recognise stress in individual words.*
4. *In response to Question 4, it was revealed that the students had never been exposed to mute/silent letters and in the art of their pronunciation.*
5. *In response to Question 5, it was revealed that the students had never been exposed to the actual pronunciation of the words, hence almost all the words by all the students were mispronounced.*
6. *In response to Question 6, it was revealed that the students had never been exposed to the proper stress on verb and noun.*
7. *In response to Question 7, it was revealed that the students had never been exposed to any description of a real object/picture.*
8. *In response to Question 8, it was revealed that the students had never been exposed to the public speaking with special reference to fluency, accuracy, appropriacy, pronunciation, intonation, and stress.*
9. *In response to Question 9, it was revealed that the students had never been exposed to the art of giving directions/instructions in real life situation.*

The same test was administered to the cadets of final term and the result remained the same in case of pronunciation, recognition of vowel sounds, stress and intonation. However, in case of speaking skills, there was a lot of improvement.

SUMMARY, FINDINGS AND RECOMMENDATIONS

SUMMARY

Through literature review and analysis of the data, it was revealed that the listening and speaking skills play a very vital role in the development of a cadet as a leader. But it has also come to light that these skills are neither taught appropriately nor tested accordingly. Speaking skill is only tested without being taught while listening skill is either totally ignored or done without purpose. No doubt that due to speaking faulty English outside and inside the class, the cadets do encounter barriers of hesitation and lack of confidence but still fail to achieve any excellence due to faulty pronunciation, improper stress and intonation. Cadets even after spending two years and with a maximum exposure to the faulty language of their instructors of other academic and military subjects fail to acquire these skills in the real sense.

The teaching aids even if are appropriate and most modern but of no consequence due to untrained teachers in the field of linguistics and applied linguistics. The audio and video do not serve the purpose due to same very reason. The diagnostic test held at initial and final level also confirmed the shortcomings.

FINDINGS

1. *Learners have different problems in language learning because of their different backgrounds.*
2. *Teachers are untrained in teaching language skills.*
3. *Syllabus of English emphasises speaking and writing skills but being flexible can accommodate all sorts of changes.*
4. *Teaching methodology in the subject of English is a blend of Direct Method, Audio Lingual Method with a sprinkling of Communicative Approach.*
5. *Teaching of speaking skills like Public Speaking Debates and Discussions is basically testing and not teaching. Because every appearance of a cadet in these classes is assessed for 20 marks.*
6. *Listening is either neglected or done without purpose.*
7. *Listening and speaking skills are not integrated properly.*
8. *Listening skill is not tested properly.*
9. *Teaching methodology even in case of introduction to speaking skill is done through Lecture Method.*
10. *No practices are given in speaking skills.*
11. *Only two to three chances for Public Speaking are given to a cadet, which are also tested simultaneously.*

12. *Controlled speech is a blend of localism, vulgarism and routine patterns i.e. the elements of free speech, hence discouraged.*
13. *Teaching of pronunciation is not based on modern teaching techniques.*
14. *Teaching of dialogues is not carried out on modern teaching trends.*
15. *Learners are the product of civil institutions, where there is no formal teaching of speaking or listening is done.*
16. *Due to hectic schedule cadets do not get time for appropriate rehearsals.*
17. *Topics of public speaking, debate and discussion are uninteresting and out dated.*
18. *Lesson plans for public speaking, debate and discussion need drastic changes.*
19. *ESP courses i.e. Bid for Power are taught which should be taught to the commerce and trade students and not to military graduates.*
20. *The classes are mostly teacher centered because of the strict discipline.*
21. *Level of teaching is advanced while 70-80% students are from backward areas and institutions.*
22. *Cadets mostly sleep in the classes due to over exertion, even with open eyes.*
23. *Cadets feel nervous while delivering speech in the first term*

RECOMMENDATIONS

The Pakistan Military Academy is a unique institution, which moulds young and energetic selected youth to future leaders of the Pakistan Army hence recommendations offered are purely for the benefit of the institution. However these recommendations can be equally helpful for Pakistan Navel Academy and Pakistan Air Force Academy.

1. Video films of the gentlemen cadets to be prepared in Public Speaking classes and afterwards be shown to the cadets for their self-improvement.
2. Officers to be sent on Advanced Language Teacher Training Courses like, Post Graduate Diploma in Teaching English as an International Language.
3. English to be made as the Campus Language in true letter and spirit.
4. In First Term public speaking classes, Platoon Commanders presence be abolished. First Term be declared as free speech zone. Critique of the instructor be abolished. However instructor may act as a facilitator.
5. Post Graduate Diploma holders in Teaching of English be sent abroad for further training.
6. Number of periods for free speech, free conversation be increased.
7. On the job refresher training courses and workshops be organised.
8. Attendance of English Instructors at National and International conferences be made compulsory at Abbottabad and Islamabad.

9. Trained teachers with Post Graduate Diploma in Teaching of English as an International Language be retained in Pakistan Military Academy on permanent basis.
10. Topics and lesson plans of public speaking discussion and debate be rehashed.
11. Modern and communicative approach be used in teaching aural and oral skills.
12. A training package be developed for refinement of aural and oral skills of Gentlemen Cadets at initial level.

CONCLUSION

Keeping in view the findings of the survey and findings of Free Speech Development Programme, we came to the conclusion that learners latent rules of grammar learnt during the course of their previous studies can be triggered by providing them free chance to speak on the topics of their own choice with fluency. By making them fluent we can aspire for accuracy and appropriacy. This trend can further be enhanced with the help of free dialogues, chain stories, telling jokes, free speeches, free conversations, improvisations and field trips. In these activities cadets can definitely be able to integrate learning and acquisition of the language as upheld by Krashen (1983) in his Natural Approach Model. It will also help them to be out of clutches of strict discipline. But for this approach they do require friendly, liberal and frank approach in congenial atmosphere. To further strengthen the concept of free speech, we recommend a package of lesson plans on free conversation, free speech practice and free discussion.

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QUESTIONNAIRE FOR STUDENTS

Note

- a. Please tick appropriate answers to support your point of view.
- b. In other cases, please record your views in the space provided for the purpose.

- Q-1 Do you have any syllabus for speaking skill?
- a. Yes
 - b. No.
- Q-2 Do you have any syllabus for listening skill?
- a. Yes.
 - b. No.
- Q-3 Are you satisfied with the speaking ability of your English instructors?
- a. Satisfactory.
 - b. Good.
- Q-4 Are you satisfied with the speaking ability of your instructors of other academic subjects including military subjects?
- a. Satisfactory.
 - b. Good.
 - c. Very good.
- Q-5 How much emphasis is being laid on speaking skill in the classroom?
- a. Too much.
 - b. Appropriate.
 - c. Not much.
- Q-6 Are you being rightly taught the speaking skills?
- a. Yes.
 - b. No.
 - c. To some extent.
- Q-7 Are you being rightly tested in the listening skill?
- a. Yes.
 - b. No.
 - c. To some extent.
- Q-8 Does speaking skill help you in your leadership quality?
- a. To some extent.
 - b. Very little.
 - c. Too much.
- Q-9 Are you satisfied with the standards achieved through speaking skill?
- a. Yes.
 - b. No.
 - c. To some extent.

- Q-10 Are you provided with ample chances to speak in your English class?
- Yes.
 - No.
- Q-11 Are you given chances of free speech in English class?
- Very little.
 - To some extent.
- Q-12 Is proper time allocated for teaching of speaking skill?
- Yes
 - No.
 - To some extent.
- Q-13 Do you have sufficient period's allocation for the teaching of pronunciation?
- Yes.
 - No.
 - To some extent.
- Q-14 Does teaching of pronunciation help you in speaking fluently?
- Yes
 - No
 - To some extent
- Q-15 In your opinion, how much Audio- Visual courses are helpful in teaching of speaking and listening skills?
- Too much
 - Very little
- Q-16. Please mention 4-5 hindrances in acquisition of speaking skills?
- .
 - .
 - .
 - .
 - .
- Q-17. Do you think the critique given after each speech is helpful in the improvement of your speaking ability?
- Very helpful
 - Not helpful
 - Adversely effects
- Q-18. What is the intensity of practicing English as the campus language?
- Often
 - Seldom
 - To some extent.

QUESTIONNAIRE FOR TEACHERS INTERVIEWS

- Q-1. What is the importance of spoken English expression in army?
- Q-2. Do you speak to your cadets on and off parade in English?
- Q-3. Are students motivated to learn English?
- Q-4. What is your teaching methodology for teaching of speaking and listening skills?
- Q-5. Do you encourage pair and group work in the classes?
- Q-6. What are the problems of your cadets in speaking English?
- Q-7. What is your teaching methodology for analytical speech training i.e. phonemes, stress, intonation and rhythm?
- Q-8. Do you prefer fluency to accuracy?
- Q-9. Do you expose your cadets to the native speakers constantly through Audio Video courses?
- Q-10. Are you satisfied with the syllabus of listening and speaking skill?
- Q-11. Do you think Pakistan Military Academy provides conducive atmosphere for acquisition of speaking skills?
- Q-12. Is listening being taught in isolation and with out a purpose?
- Q-13. Do you think your teaching methodology helps students in learning speaking and listening skills?
- Q-14. Do you think time allocated for speaking skills is appropriate?
- Q-15. What changes do you suggest in teaching speaking skills?
- Q-16. What changes do you suggest in testing of speaking skills?
- Q-17. Is there any testing for listening skills?
- Q-18. Do your students understand native accent?
- Q-19. Are cadets constantly observed for speaking English?
- Q-20. Do you teach spoken English through graded exercises i.e. taped material, audio and videocassettes?
- Q-21. Do you prefer exercises like listen and repeat?

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DRUG PREVENTION EDUCATION: A CASE STUDY OF SECONDARY SCHOOLS OF LAKKI MARWAT

By

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ABSTRACT

The use of drugs and narcotics is a social evil particularly in developing countries. The adolescents in schools and their teachers may be involved in this menace. There is no content related to prevention of drugs in secondary school curriculum in Pakistan. An activity related to prevention of drug addiction was arranged in three secondary schools of Lakki Marwat. Two instruments (a check list and a questionnaire alongwith that check list) were used to investigate the approximate percentage of drug users in secondary schools and also to know about the possible causes of the use of drugs and to evaluate the effectiveness of the activity arranged by the researchers.

The activity contained the speeches of religious scholars, doctors, sports experts and social workers in order to persuade the addicted students and teachers and also to prevent the non-addicted from this evil. The speeches were recorded on video camera and repeated for two times in every school. Effectiveness of the activity was evaluated through the opinion of participants. Main findings of the study revealed that the percentage of addiction to Naswar and Tobbacco was high than other drugs. According to the opinion of participants, the activity was useful and relevant in connection with prevention of drugs. It was also suggested that such activities may be included in secondary school curriculum.

INTRODUCTION

The growing trend in the community towards drug addiction and the use of narcotics has been a matter of great concern not only for the community, but also for the health and education authorities. As a matter of fact, the use of

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narcotics not only deteriorates the standard of health and performance, but it also undermines latent potentialities of the addict and he is exposed to various deadly diseases and personality problems.

It is a misfortune that in our country there is no proper curriculum of health education at secondary level. Due to non-availability of health services in the schools, the students have no facility of proper medical check up. Similarly there is no guidance and counseling services for the solution of student's personal problems.

Summerfield, Liane M. (1991) has discussed the significance of curriculum and health education at secondary schools as follows:

"Comprehensive school health education is a planned, sequential curriculum of experiences which promotes development of health knowledge, health-related skills, and positive attitudes toward health and well-being for students in all grades the curriculum presents information about disease control, personal health, environmental community health, family life/sex education, consumer health, nutrition, fitness, safety and first aid, mental health, and substance use. In addition, a comprehensive schools health education programme includes activities that enhance student's communication, decision-making, and responsible self-management skills."

The study was based on one of such health education activity and was conducted in district Lakki Marwat with the valuable assistance of health and education authorities as well as prominent community members. In this activity, following four aspects were taken into consideration:

1. The religious aspect;
2. The medical or physiological aspect;
3. The sports and recreational aspect;
4. The social aspect

The religious scholars were requested to participate in the activity due to their positive impact on community. The success of such an activity is doubtful because proper persuasion of the students and teachers is not commonly possible without the assistance of religious scholars in a society which has deep religious orientation. Similarly, doctors were asked to spare some time for this activity

because narcotics are responsible to create physiological problems. The broader vision of the health authorities proves to be fruitful in eradicating this social evil.

Idleness instigates ill thinking and pushes one to evil association. Experts in sports and recreational activities can play a vital role in paving the way for proper and productive use of leisure. In order to highlight the values and significance of sports activities in preventing the students from such social evils, director of sports were invited to participate in the said activity.

Drug addiction is a field of anthropology. Community leaders can contribute a lot to eradicate or minimize the social evil. As such prominent social workers were asked to share some valuable ideas and participate in this activity.

Keeping in view the sensitivity and importance of the problem, proper procedure based on scientific method was adopted, starting from the awareness of the problem, going into the collection of data and concluding the results.

STATEMENT OF THE PROBLEM

The problem under study was to investigate the percentage of secondary school students and their teachers involved in drug addiction, and also to suggest some practical measures to prevent the students who have not been addicted to drugs, and to persuade the addicts to minimize or completely eradicate this bad habit.

Main objectives of the study were: (A) To calculate the percentage of the students involved in addiction in *Naswar*, *Bhang*, Tobacco, *Hashish*, Opium, Heroin, Sleeping Pills, Morphine and Alcohol (B) To know about the number of secondary school teachers using any of these evil substances (C) To suggest some ways and means to prevent the students who have not yet been addicted; (D) To persuade the addicted students against the use of these drugs.

METHOD

A sequential process was carried on for the collection of data. The following steps were taken for the collection of data:

Construction of the Instrument

Two comprehensive instruments were constructed for pre and post analysis of the activity. One instrument was based upon a check list having the names of drugs and percentage of users of different drugs. In other instrument,

along with the check list, some items related to the effectiveness of activity and possible causes of drug addiction were stated.

The specimens of the instruments are presented in Appendix A and B.

Selection of Personnel

The researcher requested the District Executive Education Officer (D.E.E.O) and the Heads of one urban, one rural and one private secondary schools in Lakki Marwat to convey the relevant time for lectures to be delivered by the religious scholars, doctors, physical education experts and social workers. All the 9th and 10th class students were asked to participate. Proper permission from the D.E.E.O. was also obtained.

Practical activity

After getting appropriate time from the Heads of schools and other personnel, following programme was finalized. In the first phase, an instrument based on a check list of drugs and item related to the percentage of possible drug users (Appendix-A) was distributed among 9th and 10th class students of one urban secondary school and responses were obtained personally by the researcher. Similarly, the same instrument was distributed among 9th and 10th class student of one rural and one private secondary school and responses were collected on the same day.

In the second phase, practical activity was undertaken in these secondary schools. Special lectures were delivered by a team of experts consisting of religious scholars, doctors, sports experts and social workers. They all highlighted the ill effects of the use of narcotic substances. For all the three schools, three different teams of experts visited the schools. The programme was recorded on video camera and was repeated two times in each school within a week through television.

Finally the second instrument was administered to know about the effects of the activity and the possible causes of drug addiction.

The data obtained is presented in the form of tables as follows:

Table No.1
Showing the percentage of addicts from students and teachers

| Name of School | Categories of addicts | Naswar | Tobacco | Bhang | Hashish | Opium | Heroin | Sleeping Pills | Morphia | Alcohol |
|--|--|--------|---------|-------|---------|-------|--------|----------------|---------|---------|
| Govt. High School No.1 Lakki Marwat (Urban) | Approximate % of addicts among 9 th class students | 16% | 2.5% | - | - | - | - | - | - | - |
| | Approximate % of addicts among 10 th class students | 18% | 3% | - | 1% | - | - | - | - | - |
| | Approximate % of addicts among Teachers | 24% | 8% | 3% | 2% | - | - | - | - | - |
| Govt. High School Begu Khel Lakki Marwat (Rural) | Approximate % of addicts among 9 th class students | 18% | 1.5% | - | - | - | - | - | - | - |
| | Approximate % of addicts among 10 th class students | 26% | 2% | - | 3% | - | - | - | - | - |
| | Approximate % of addicts among Teachers | 28% | 6% | 1.5% | 5% | - | - | - | - | - |
| Govt. High School No.1 Lakki Marwat (Urban) | Approximate % of addicts among 9 th class students | 16% | 2.5% | - | - | - | - | - | - | - |
| | Approximate % of addicts among 10 th class students | 18% | 3% | - | 1% | - | - | - | - | - |
| | Approximate % of addicts among Teachers | 24% | 8% | 3% | 2% | - | - | - | - | - |

The above quoted table indicates that the approximate percentage of Naswar and Tobacco addicts in students is 18% and 3% respectively while in teachers it is 24% and 8% respectively. Hashish is used by 1% and Bhang by 2% students whereas Hashish is used by 2% and Bhang is used by 3% teachers.

The percentage of addicts from the above table is alarming in *Naswar* and Tobacco while there is no evidence of addiction to opium, Heroin, Sleeping Pills, Morphia and Alcohol.

Table-2
Showing the Extent of Effectiveness of Activity

| Percentage | To greater extent | To some extent | To lower extent |
|--|-------------------|----------------|-----------------|
| Percentage of non-addicted students persuaded throw the activity not to use drugs in futures | 75% | 20% | 5% |
| Percentage of addicted students persuaded throw the activity to minimize the use of drugs | 50% | 40% | 10% |
| Percentage of non-addicted Teachers persuaded throw the activity not to use drugs in future | 80% | 20% | Nil |
| Percentage of addicted Teachers persuaded throw the activity to minimize the use of drugs | 65% | 30% | 5% |

Table-2 reveals that 50 to 80% of the students and teachers were persuaded to a greater extent for not using and for minimizing the drugs. From 20 to 40% students and teachers were to some extent persuaded while 5 to 10% were persuaded to a lower extent.

Table-3
Showing the percentage of causes for Drug Addiction

| Causes of drug addiction | Easy availability | No religious objective | Parents involvement | Teacher involvement | Law cost | Ignorance | Common practice in community | Company with addicted fellows | Thrill |
|--------------------------|-------------------|------------------------|---------------------|---------------------|----------|-----------|------------------------------|-------------------------------|--------|
| Naswar | 39% | 5% | 25% | 10% | 5% | 10% | 10% | 5% | Nil |
| Tobacco | 25% | 7% | 17% | 12% | 3% | 8% | 12% | 4% | 12% |
| Bhang | 5% | Nil | 2% | Nil | 5% | 55% | 8% | 5% | 20% |
| Hashish | 1% | Nil | 10% | 5% | Nil | 32% | 19% | 15% | 18% |
| Sleeping Pills | NO RESPONSE | | | | | | | | |
| Morphine | | | | | | | | | |
| Opium | | | | | | | | | |
| Heroin | | | | | | | | | |
| Alcohol | | | | | | | | | |

Table-3 indicates that high percentage of respondents opined that Naswar and Tobacco are used on account of easy availability, while Bhang is used due to ignorance of its ill effects. Other drugs like Morphine, Heroin, Opium, Sleeping Pills and Alcohol are used neither by the students nor by the teachers.

DISCUSSION

It has been the universally acknowledged fact that children are the real asset of a nation. During the course of their learning and development if they are not properly coached, guided and looked after, it is most likely that they may slip off the right track. The teenagers are likely to mingle with other addicts, or they may follow their addicted parents or their maladjustment problems may lead them towards this immoral practice. In spite of medical facilities and guidance programmes, the data of drug addicts is alarming even in the developed countries.

Good-Ed (1991) has stated: "The prevalence of drug use in U.S.A. and the potential dangers of using drugs makes tobacco, alcohol, and other drug education an important component of comprehensive school health education. In a recent survey, 19 percent of high school seniors indicated that they had smoked cigarettes and 9 reported at least one alcohol; and slightly over half of twelfth grades reported at least one experience with illicit drugs (National Commission, 1990). The dangers of HIV transmission from use of injected drugs are well documented. Therefore, not only should drug education be a component of the school health programme, but it should also be infused into other content areas of the curriculum".

This all happens due to their ignorance and unawareness about right and wrong, good and bad, and so on. In the light of above mentioned facts this study carries paramount significance particularly for the children who are often been ignorant about the ill and devastating effects of the use of narcotic substances. This study would certainly inform the teachers, students and community at large about the true picture regarding the use of obnoxious materials. In addition to the above, this study would determine some practical steps that would pave way towards prevention and eradication of this social evil. In spite of taking interest of community members, repeating the lectures through television and administering two instruments the evaluation of effectiveness of the activity is questionable.

The evaluation of drug prevention programme is always difficulty and their results are unpredictable. Here is a brief review of some researches regarding drug prevention programme.

"Effectiveness of any component of the school health programme can be measured in three ways: (1) Gain in student knowledge; (2) Change in student attitudes; (3) Adoption of healthier behaviours.

Knowledge is relatively easy to measure and is certainly easier to change than attitudes or behaviours. Drug, tobacco, and alcohol education programmes have been found to increase student knowledge (Milgram, 1987). However, a gain in knowledge is not always associated with a corresponding change in attitudes or behaviours.

Most drug education programmes have never been evaluated (Goodstadt, 1986). Of those for which some evaluative information is available, the following generalization can be made:

- Instruction is most effective when it begins early in life and is continuous;
- One-shot programmes are less successful than those that are part of a multi-grade, comprehensive health curricula;
- Community support, parent involvement, and peer involvement enhance programme success;
- The teacher plays a critical role, and teacher training is essential.

In this activity some positive aspects are worth-mentioning:

1. Whole hearted co-operation of community members shows the interest of community to get rid of such drugs.
2. There is high percentage Naswar addicts and this is only due to frequent and easy availability, teachers and parents involvement and ignorance about its harmful consequences.
3. no one was found addicted to alcohol, sleeping pills, heroin and opium on account of the fact that these are strictly prohibited in Islam and these are expensive and not available frequently.

The reason for involvement of these community members was necessary because the possibility of persuasion is possible only with the proper assistance of the community.

About the involvement of the community in such social programmes summerfield, Liane M. says that:

“Comprehensive school health education promotes stronger links between the school and community. To lessen community resistance to sensitive programme areas, such as substance the and sex education, and to increase relevance of the curriculum, it is particularly important that programme philosophy evolve from the community.”

In fact, it is doubtful that schools can play a meaningful role in reducing drug use without parental and community support and involvement. A school-community team might include teachers, parents, students, local businesses, drug and alcohol treatment facilities, law enforcement agencies, and various other community organizations, the team should identify community forces, both positive and negative, that may impact on drug use and ensure that programme philosophy and approach are appropriate and synchronous with community activities.

SUGGESTIONS

After evaluating the information collected during this activity, the following suggestions are put forth for future guidance and launching large scale programme in this regard:

1. The production, supply and sale of these drugs should be abandoned to younger ones.
2. Parents and teacher should strictly avoid the use of any of these drugs in front of their children.
3. There should be a comprehensive guidance and counseling programme in educational institutions so that common social problem of the children be solved and redressed locally.
4. Recreational opportunities be provided to the students to refresh them and to spend their surplus energy in a constructive way.
5. Doctors and religious scholars may periodically be invited to the schools as Resource Person to guide the student in all those matters which are beyond their thinking.
6. Curriculum, relating to the health related problems, should be introduced to inculcate in our growing generation factual information about the solution of their everyday health problems.
7. Regular medical check-up and follow-up work should also be administered twice a year.
8. vigilant eye should be kept on the student during school hours in connection with the use of any narcotic drug.

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Appendix 'A'

Dear Respondent,

The following is a list of common evil drugs. Without writing your name on this paper, please state the approximate percentage of these or any of these drug users among your fellows and also among your teachers.

| S. No. | Name of Drug | Approximate % of Class fellows | Approximate % of Teachers |
|--------|----------------|--------------------------------|---------------------------|
| 1. | Naswar | _____ | _____ |
| 2. | Tobacco | _____ | _____ |
| 3. | Bhang | _____ | _____ |
| 4. | Hashish | _____ | _____ |
| 5. | Sleeping Pills | _____ | _____ |
| 6. | Morphia | _____ | _____ |
| 7. | Opium | _____ | _____ |
| 8. | Heroin | _____ | _____ |
| 9. | Alcohol | _____ | _____ |

Appendix 'B'

Amended check list

After listening to the lectures delivered by various experts, please state that:

| | Great extent | Some extent | Lower extent |
|---|--------------|-------------|--------------|
| 1. To what extent do you think that you or your fellows and teachers, who have not been addicted, will be prevented from these drugs in future. | _____ | _____ | _____ |
| 2. To what extent do you think that your addicted fellows will leave off this practice. | _____ | _____ | _____ |
| 3. To what extent do you think that your addicted teachers will leave off this practice? | _____ | _____ | _____ |



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THE CASE STUDY OF GOVERNMENT MUSLIM MODEL HIGH SCHOOL, LAHORE

By
*Saleem Ullah Jundran**

INTRODUCTION

This case-study was a partial requirement of the doctoral course entitled *Organizational Theory and Behavior* designed for Ph.D. Education Programme 2001-04, Punjab University Lahore. The focus of the study was to see the practice and application of the principles of Organization Theory in an organization. Thereby, it was required to trace out the goals of an organization and explore the compatibility of the working strategy with the structure, environment and technology of that organization. For the purpose, the author has chosen a public sector educational organization i.e., Govt. Muslim Model High School, Urdu Bazar, Lahore.

The research methodology includes multi-method techniques like: (i) participant/non-participant observation; (ii) questionnaire; (iii) interview; (iv) field-notes; and, (v) study of school archives. However, the interview and questionnaire were two major instruments used hereby.

Thirty-one monitors (student class-representatives) of five class-levels (VI-X) were interviewed by the researcher. The minimum number of class sections for each class level was seven, i.e., from A to G. there were total 39 class-sections in the school from VI to X. A questionnaire was conducted by the researcher for seeking teachers' responses. It was furnished by 36 staff-members of the school. The total staff comprised 93 members. The researcher could not contact the whole staff due to time constraint. However, the author, personally, contacted above-mentioned students' representatives (class-monitors) and staff-members on ten different days for seeking their responses. The percentage measure was used for data analysis.

As regards the general design and format of this case-study, the researcher's findings follow the rationale at each and every step, throughout this paper.

BRIEF HISTORY OF THE SCHOOL

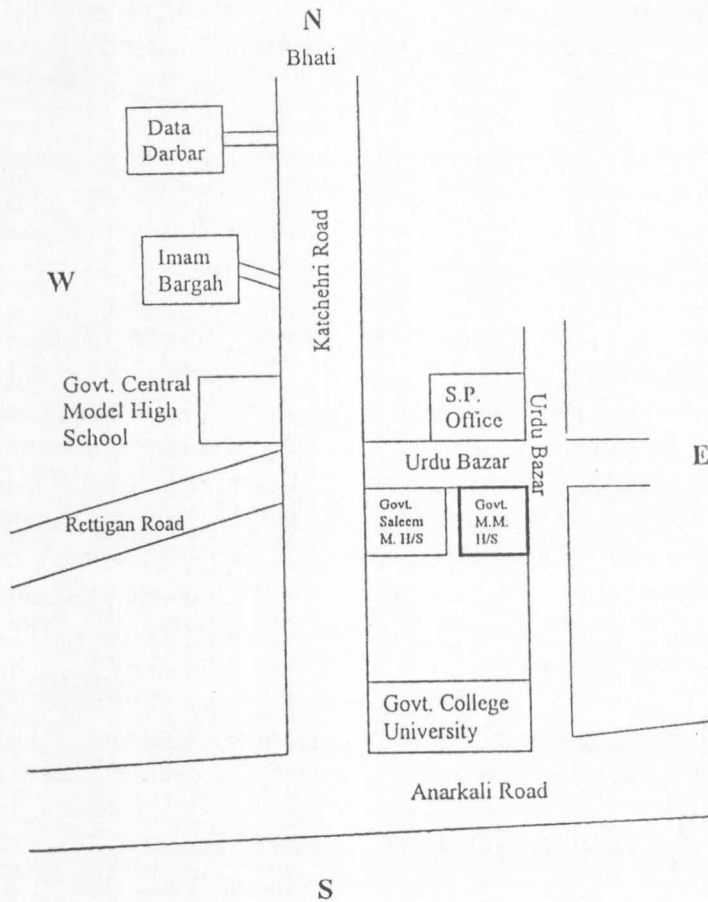
Government Muslim Model High School, Urdu Bazar, Lahore was established as a Middle School in 1890 and upgraded to secondary level in 1947.

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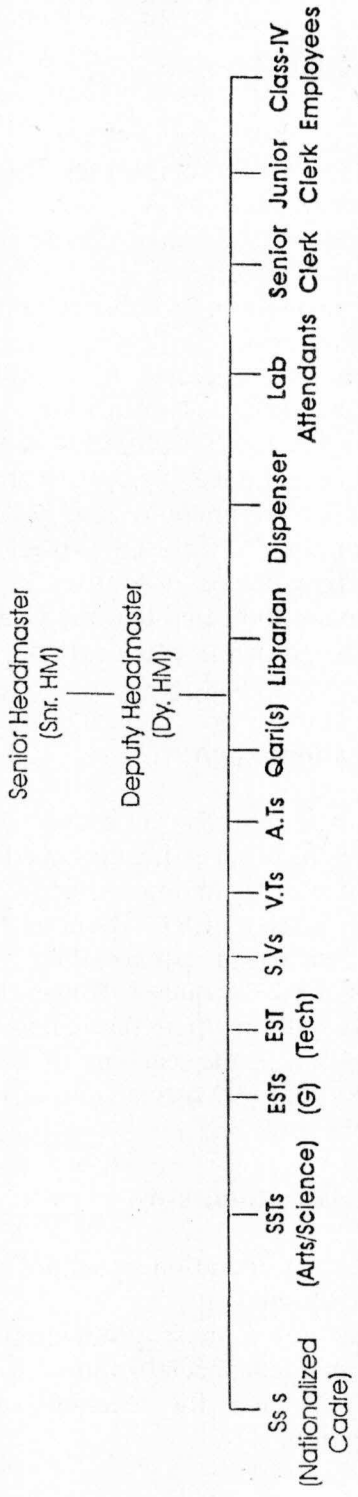
Before partition of Indo-Pak, India, it was named D. B. Middle School. After partition, Muslim? Ta'leemi Majlis took its charge, and it was re-named as Muslim Model High School. It was nationalized on October 1, 1972 as Government Muslim Model High School, Urdu Bazar, Lahore. With the passing of time, it has proved to be one of the prestigious educational institutions providing quality education to the students coming from middle and lower middle classes. Presently, its enrolment has reached upto 2379. It has won many academic and sports positions in BISE, Lahore.

LOCATION

This school is situated in Urdu Bazar, Lahore in the vicinity of Bhatti and Civil Courts, Lahore.



ORGANIZATIONAL STRUCTURE (GMMH/S)



STRUCTURAL DIMENSIONS

1. **Formalization: High**

Because:

- i. It is public sector organization
- ii. The services of the employees are governed by the Punjab Govt. Civil Servant Rules 1974.
- iii. The School's Academic Calendar is devised by the Punjab Govt.'s Educational Department.
- iv. School Curriculum, Syllabi are approved by the Federal Ministry of Education.
- v. Whenever and wherever it is required, Punjab Govt. Education Department issues Notifications, circulars to bring particular change in the routine activities of the school. For example, Govt. of the Punjab, Education Department has changed the prior pattern of school's assessment system w.e.f. academic session 2002-2003 vide letter No. PS/SSS/EDU/MISC/2002/28/980/ 22-03-2002.
- vi. Seventy five percent responses of school staff acquired through questionnaire indicated that the Head's communication to the staff was mostly formal (written/verbal)

2. **Specialization**

(a) **Social Specialization: High**

Because:

- i. School is primarily a social services organization and its employees have specialization in educational services.
- ii. Job replacement among different positions of teacher i.e. SST (Sc)/SST (Arts); EST (General)/EST (Technical); SVs; ATs (Arabic Teachers) is not possible.
- iii. Teachers have acquired longer period of training for their respective jobs in their particular fields i.e. an SST science has specialization in the teaching of science to secondary classes and an EST (Tech) has specialization in teaching technical subjects to middle classes.

(b) **Functional Specialization: Low**

Because:

- i. The nature of operation in school requires a social specialization, not the functional one.
- ii. School is not a mass production organization which demands higher functional specialization.
- iii. School is meant for teaching, and teaching demands social specialization.

HIERARCHY OF AUTHORITY: Wide span of control;
Hierarchy of authority shorter.

Because:

- i. Number of employees (staff reporting to the Head is large i.e. it is 93.
- ii. The whole staff is answerable to the Head of school.

CENTRALIZATION: High

Because:

Ultimately, decision making power rests with the Head of the school i.e. Senior Headmaster.

COMPLEXITY:

- (i) Horizontal Complexity High
- (ii) Vertical Complexity Low

Because:

- i. There are more than fifteen job-titles in the organization ranging from Senior Headmaster to Class-IV.
- ii. Vertically, there is one level of hierarchy as the authority is concerned.

PROFESSIONALISM: HIGH

No staff member in the school is required to have less than 10 years education. Its detail is as under:

| Sr. No. | School Employees' Job Title/Position | Minimum required academic and Professional Qualification | Years of Education |
|---------|---|--|--------------------|
| 1. | Snr. HM | M.A + B.Ed. | 16+2 = 18 |
| 2. | Dy. HM | M.A + B.Ed. | 16+1 = 17 |
| 3. | SST | B.A. + B.Ed. | 14+1 = 15 |
| 4. | EST | F.A + C.T | 12+1 = 13 |
| 5. | S.V | Matric + Vernacular course | 10+1 = 11 |
| 6. | V.T | Middle + J.V | 9+1 = 10 |
| 7. | A.T | F.A + DIP. ATT | 12+3 = 15 |
| 8. | Qari | Matric+Tajveed-o-Qirat Diploma | 10+3 = 13 |
| 9. | Librarian | F.A + Dip. | 12+1 = 13 |
| 10. | Dispenser | Matric+Dispenser Dip. | 10+1 = 11 |
| 11. | Clerk | Matric + Typing | 10+ = 10 |
| 12. | Lab Attendant | Matric | 10 = 10 |
| 13. | Class-IV | Matric | 10 = 10 |
| | Total Number of Job-Titles/positions = 13 | | Total Year=166 |

Minimum average number of required years of education for 13 job-titles is = $166/13 = 12.77$ years.

It is mentionable here that among the teachers, 8 F.As, one B.Sc, one M.Sc and one M.A have acquired high academic qualification than the required one in the school. As regards the enhancement of professional qualification than the required one, one C.T, 12 B.Ed. and 15 M.Ed. teachers are included among them in the school.

PROFESSIONAL RATIO

| i. | Administrative-staff ratio | Teaching-staff ratio | Non-teaching staff ratio |
|----|----------------------------|----------------------|--------------------------|
| | 2/93 | 79/93 | 12/93 |
| | 0.02 | 0.85 | 0.13 |

| ii. Sub-Ratios among Various Categories of Teaching staff | | | | | | | |
|---|------------|------|-------|---------|------------|------|------|
| SST (Sc) | SST (Arts) | S.V | V.T | EST (G) | EST (Tech) | AT | Qari |
| 12/79 | 20/79 | 4/79 | 20/79 | 14/79 | 1/79 | 4/79 | 4/79 |
| 0.15 | 0.25 | 0.05 | 0.25 | 0.18 | 0.01 | 0.05 | 0.05 |

The personnel ratio of EST (Technical) is the lowest among teaching staff ratios.

SIZE: LARGE

Because, the number of school employees is 93. The small size schools staff ranges from 20 to 30 only. The author himself is serving as the head of Govt. High School Dhunnikalan (M. B. Din) whose size comprises nineteen employees only.

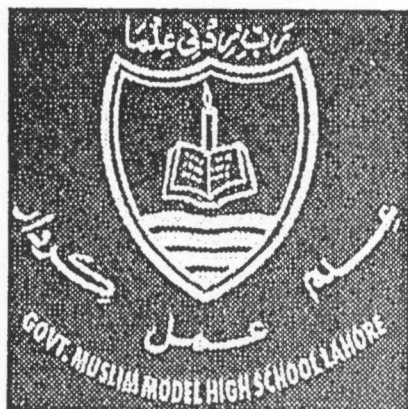
GOALS

In an inter5view held on 20th February, 2003, Senior Headmaster and Deputy Headmaster Govt. Muslim Model High School, Urdu Bazar, Lahore stated following official and operative goals of the organizations.

a. Mission/The Official Goal

The overall goal of the school is to provide, comparatively, better education and all rounded training for the personality development to the students at low cost in Lahore city for making them noble and beneficial citizen of Pakistan.

The school monogram comprises the Quranic Prayer for the enhancement of knowledge and a phrase given beneath the prayer inspires the knowledge-seekers for action



OPERATIVE GOALS

For the Academic Year 1st April, 2002 – 31st March, 2003

1. To complete the course contents/syllabi by 31st December, 2002 (Goal value – Efficiency/Productivity).
2. To conduct every six-weekly internal assessment test and report its results to the students' parents (Goal value – planning).
3. To prepare students of class eight for acquiring First or Second position in Lahore district Middle Standard exam, furthermore, with the target of achieving much more merit scholarships than any other school of Lahore city (Goals value – Product quality and service).
4. To prepare nine sections of class ten for appearing in SSC exam 2003 with the target of achieving A+ grades not less than 50 in total (Goal value – planning, product quality and service).
5. To provide coaching to sports team for winning Board Champion Trophy in Cricket (Goal value – personality development, product quality).
6. To have at least one supervisory round of all classes, every day, by the Senior Headmaster/Deputy Headmaster/SSs (Goal value – Efficiency, Accountability, Control).
7. To hold "Yaum-e-Ihtisab" for observing the academic achievements of all teachers for one or two days just before the announcement of internal examinations annual results (Goal value – Efficiency/Accountability, Control).
8. To provide coaching and guidance to the students for participating in Qira't, Na'at, Speech contests at school and district level (Goal value – Personality development).

9. To arrange, at least, one recreational/educational/scientific/ historical tour for the teachers and students (Goal value – Human resource development; Sub-Goal value – Piety/moral training).
10. To arrange daily compulsory period for the Quran Khawni in all classes (Goal value – Spiritual training).
11. To check the students observance of Zohr Prayer, daily in the school mosque (Goal value – Piety/moral training).
12. To celebrate “Sanitation Week” in the school at the end of summer vacation (Goal value – Social responsibility).
13. To celebrate Eid Milad-un-Nabi (Sallallah-o-Alaihee Wasallum), 23rd March, Iqbal day, Pakistan Day (Goal value – Social responsibility, patriotism); (Sub-Goal value – Cohesion, Morale).
14. To establish Bio-Lab (Goal value – Resource acquisition).
15. To re-install water system, Gas system in chemistry lab (Maintenance).
16. To change the roof of one class-room (Maintenance)
17. To change to doors and windows of 12 class-rooms (Goal value – Maintenance).
18. To enroll students, not less than twenty-five hundred (2500) (Goal value – Stability).
19. To purchase at least 100 books for school library during the running year (Resource acquisition).
20. To publish school prospectus and Nishan-e-Manzal Magazine for students (Information Management, Students Growth).

THE PROPORTION OF OUTCOME VALUES IN RELATION TO THE NUMBER OF ORGANIZATIONAL OPERATIVE GOALS

The researcher had acquired 20 operative goals through interview with the top management of the school. The proportionate projection of different goal values is given hereby:

| Sr. No. | Goal Values | VS | Number of Operative Goals |
|----------------|----------------------------------|-----------|----------------------------------|
| 1. | Efficiency | VS | 3 |
| 2. | Stability | VS | 1 |
| 3. | Maintenance | VS | 3 |
| 4. | Accountability | VS | 2 |
| 5. | Control | VS | 2 |
| 6. | Planning | VS | 2 |
| 7. | Productivity | VS | 1 |
| 8. | Students Personality Development | VS | 2 |

| | | | |
|-----|-----------------------------|----|---|
| 9. | Human Resource Development | VS | 1 |
| 10. | Student Growth | VS | 1 |
| 11. | Cohesion/Moral | VS | 2 |
| 12. | Spiritual Training/Piety | VS | 1 |
| 13. | Information Management | VS | 1 |
| 14. | Resource Acquisition | VS | 1 |
| 15. | Patriotism | VS | 1 |
| 16. | Social Responsibility | VS | 1 |
| 17. | Product Quality and Service | VS | 3 |

It is mentionable here that some operative goals were indicators of more than one value. One the whole, majority of operative goals pertains to the outcome value of efficiency, product quality and service, and maintenance.

PORTER'S COMPETITIVE STRATEGY: LOW-COST LEADERSHIP

Because:

- i. Efficiency, stability and product quality are celebrated goal value of most of the operative goals of this public sector school.
- ii. The closest competitor of G.M.M.H/S is Govt. Central Model H/S Lower Mall, Lahore. Monthly students tuition fee/fund structure in the former school ranges from 15/- to 25/- rupees only. But, in the latter school, it range from 200/- to 260/- per month. Hence, Govt. Muslim Model High School, Urdu Bazar, Lahore provides quality education at low cost.
- iii. Its customers cannot find such quality education elsewhere at lower prices.
- iv. Tight control and strict accountability are exercised over the staff by its Head. Annual Teachers Ihtisab Day is a relevant point in this regard.
- v. The school works quite efficiently within limited and constrained resources to give maximum benefit to its customers.

MILES AND SNOW COMPETITIVE STRATEGEY: DEFENDER

Because:

1. The environment of the organization is quite stable. The school faces no problem in maintaining 2500 enrolment every year according to the capacity of class-rooms. Stability is one of the major goal values of the school's operative goals.
2. Reliable high quality product i.e. Board Champion Position in sports, 50 A+ grades in Matric Exam in every year, First or Second

Position in Middle Standard Exam and at least 100% pass percentage in the public exams have been emphasized for the children of middle and lower middle class people in the organizational official and operative goals.

3. Any tangible innovation or growth is neither visible nor predictable through organizational goals.
4. The routine activities of the organization are strictly governed by the rules and procedures laid down by the Govt. of Punjab and organizational management cannot take any risk to seek out new opportunities on their own behalf.

The above mentioned traits pertain to Defender strategy

ORGANIZATIONAL EFFECTIVENESS: High

(i) Stakeholder Approach/Constituency Approach

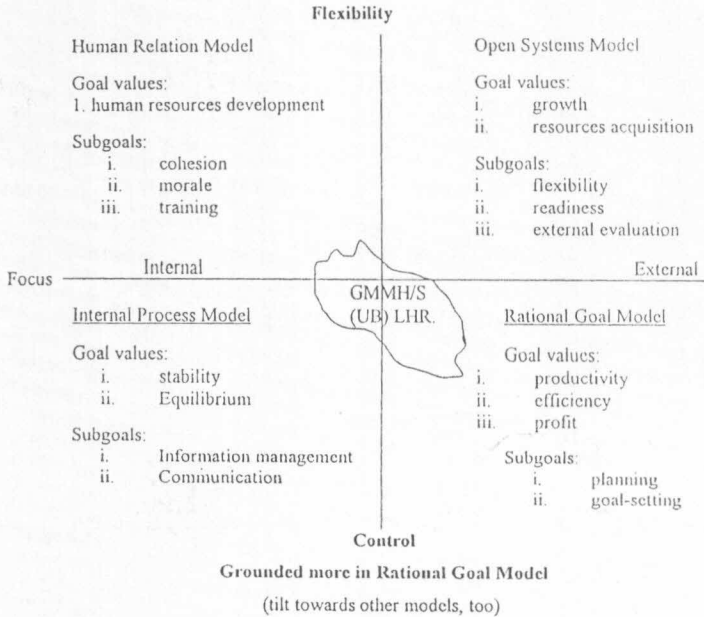
| Stake Holders | Indicators of Effectiveness | | | |
|--|---|---|------------------------------------|------------------|
| 1. Students Effectiveness <i>Criteria:</i> Quality of Education | 1. Thirty one class-monitors' 100% response was in favour of excellent teaching standards. Not even a single response was in favour of mediocre or poor teaching standard of the school. | | | |
| | 2. Students were totally satisfied with teaching pedagogy. Hundred per cent class-monitors' responses showed that they were given complete freedom of questioning in the class-rooms on behalf of teachers. | | | |
| 2. Teachers Effectiveness <i>Criteria:</i> Worker satisfaction; pay; supervision | Employees' Satisfaction with pay in GMMH/S | | | |
| | Level of Satisfaction | Very Happy | Happy | Not Happy |
| | Frequency of teachers' responses in the Questionnaire | 22.22% | 50% | 27.78% |
| | ii. Head's Supervisory Style | | | |
| | Type of Supervision | Horror-wrought/ frightening | Encouraging/ Supporting | |
| | Percentage of Teachers' responses | 8.34% | 80.62% | |
| | | The remaining 11% sample did not give their view. | | |

| | |
|---|--|
| <p>3. Community Effectiveness <i>Criteria:</i> Contribution to Community</p> | <p>Middle class community is highly benefiting from the school at low cost. Their children are getting quality education in good grades from the school.</p> <p>Students' parents are very happy due to low drop-out, high product quality bearing almost 100% pass percentage. In addition to high academic achievements, school has produced many national level sportsmen like Mudassar Nazar, Shafique papa, Saleem Malik, Ajar Malik, Ulnas Ahmed, etc., and writers like Ajar Islam Ajar. It has given to the society many renowned intellectuals like Justice (R) Irshad Hassan (Chief Election Commissioner), Dr. Naseer (Former Principal K.E. Medical College, former Governor Punjab Mian Azhar, Cabinet Ministers Mehboob ul Haq, Ishaq Dar where its old students, its many old students are working overseas also.</p> <p>The community's reciprocal cooperation is worth-mentioning. They have donated to the school following amount on different occasions, generously:</p> <ul style="list-style-type: none"> (i) Rs.20,000/- for Water-pump (ii) Rs.63,000/- for Water-cooler (iii) Rs.76,700/- for renovation of library (iv) Rs.10,400/- for supply of medicine (Homeopathic) (v) Rs.83,580/- for 7 computers (vi) Rs.6,000/- for 5 ceiling fans (vii) Rs.2,82,180/- for Carpet for the mosque |
| <p>4. Government Effectiveness <i>Criteria:</i> Obedience to laws, Regulations</p> | <ul style="list-style-type: none"> (i) No department enquiry is pending against GMMH/S (ii) DPI's remarks on school's inspection visit (29-11-2000): "GMMH/S is one of the best high schools of Lahore city." (iii) Secretary Education, Govt. of Punjab declared school on the inauguration of school library "the Centre of Excellence." (iv) DEO(SE) Lahore City's remarks on inspection visit 3-11-2001: "The spell of this school has moved me much. The cleanliness, the decoration of class-rooms, the educational set-up, the devotional teachers and the caliber of the Senior Headmaster and, his team are probably second to none." (Source: school visit book). <p>Collectively, these all indicators of effectiveness criteria express high effectiveness of the organization. However, one fourth teachers were not happy with their pay.</p> |

COMPETING VALUES APPROACH: Grounding more in Rational

Goal Model

POSITION OF SCHOOL IN COMPETING VALUE APPROACH STRUCTURE
IN VIEW OF OPERATIVE GOAL VALUES OF THE SCHOOL



Because:

- i. Goal values of given 20 operative goals of the organization lie in more than one quadrants. Some goal values of different models have interrelation with one another i.e. "efficiency" is situated in rational goal model and "stability" is situated in internal processes model. But they both are interrelated. It becomes the cause of organization's placement in more than one models.
- ii. Two operative goals of give 20 operative goals pertain to the goal values of Open-System Model.
- iii. Two operative goals, out of total 20, pertain to human relation model.
- iv. Two operative goals, out of the total 20, in the school situation pertain to internal process model.
- v. However, majority of the operative goals of schools i.e. seven/eight goals pertain to Rational Goal Values i.e., Efficiency, Productivity, and Planning. Therefore, the school is more grounded in Rational Goal Model.
- vi. Comparatively, the school is less projected in open system model and human relations model because these both models reflect flexible structure. GMMH/S is wrought with structural control.

Table-3 Gender of the Graduates

| Programme | Gender of the Graduates | | | | | | Total |
|-------------|-------------------------|----------------|------------|--------|----------------|------------|-------|
| | Male | | | Female | | | |
| | No. | % within Prog. | % of Total | No. | % within Prog. | % of Total | |
| B.Com / BBA | 180 | 91% | 55% | 17 | 9% | 5% | 197 |
| MBA | 111 | 86% | 34% | 18 | 14% | 6% | 129 |
| Total | 291 | 89% | 89% | 35 | 11% | 11% | 326 |

OR

Table-3 Gender of the Graduates

| Programme | Gender of the Graduates | | | |
|-------------|-------------------------|--------|---------------|------------|
| | Male | Female | Female | |
| | | | % within Prog | % of Total |
| B.Com / BBA | 180 | 17 | 9% | 5% |
| MBA | 111 | 18 | 14% | 6% |
| Total | 291 | 35 | 11% | 11% |

Table-3.1 Area to which Graduates belong.

| Programme | Area to which Graduates belong | | | | | | Total |
|-------------|--------------------------------|-----------------|------------|-------|-----------------|------------|-------|
| | Urban | | | Rural | | | |
| | No. | % with in Prog. | % of Total | No. | % with in Prog. | % of Total | |
| B.Com / BBA | 74 | 38% | 23% | 123 | 62% | 38% | 197 |
| MBA | 33 | 26% | 10% | 96 | 74% | 29% | 129 |
| Total | 107 | 33% | 33% | 219 | 67% | 67% | 326 |

OR

Table-3.1 Area to which Graduates belong.

| Programme | Area to which Graduates belong | | | |
|-------------|--------------------------------|-------|---------------|------------|
| | Urban | Rural | Rural | |
| | | | % within Prog | % of Total |
| B.Com / BBA | 74 | 123 | 62% | 38% |
| MBA | 33 | 96 | 74% | 29% |
| Total | 107 | 219 | 67% | 67% |

Table-4 Age group of the Graduates.

| Age group of the graduates | B.Com / BBA | | MBA | |
|----------------------------|-----------------|------------|-----------------|------------|
| | % With in Prog. | % of Total | % With in Prog. | % of Total |
| Below 20 years | .5% | 3% | - | - |
| 21-30 years | 69% | 42 % | 21% | 8% |
| 31-40 years | 26% | 17% | 46% | 18% |
| 31-40 years | 26% | 17% | 46% | 18% |
| 41-50 years | 3% | 2% | 25% | 10% |
| 41-50 years | 3% | 2% | 25% | 10% |
| 51-60 years | - | - | 5% | 2% |
| 51-60 years | - | - | 5% | 2% |

TASK ENVIRONMENT OF THE SCHOOL

Because, it interacts directly with the organization and it has direct impact on the organization. It includes following sectors:

- i. **Industry Sector:** All public and private secondary schools affiliated with BISE, Lahore are its industry sector. They all are its competitors, too. However, the closest competitor is Govt. Central Model H/S Lower Mall, Lahore as said by its senior head master in the interview.
- ii. **Raw Material Sector:** Students of middle class and lower middle class of Lahore city are its raw material. The children of rich families prefer admission to Central Model School or Private well reputed English Medium Schools as told by the school management in the interview.
- iii. **Market Sector:** Students qualifying SSC Exam enter different colleges of Lahore city and, later on, are appointed at various positions in different departments of country. The school has provided many players for the national level team. Its old students are serving in private and public sector at various valuable positions.

It all implies that many dissimilar element lie in school's task environment.

- iv. **Government Section:** The school is governed by the Govt. of Punjab Education Department. Govt.'s policies do not change day-to-day. It takes year to change the curriculum. However, currently, Govt. has changed the school's internal assessment system. The Chief Minister Punjab has issued Notification for the exemption of already imposed nominal tuition fee w.e.f. April, 2003 and, thus free education upto matriculation in the Public Sector has been announced by the Government.

Almost, all financial resources are provided by the Government to the school. School employees services terms and conditions are also controlled by the Government.

GENERAL ENVIRONMENT OF THE SCHOOL

It is general environment, because, it does not have direct impact upon the daily operations of school. It includes following sectors:

1. **Economic Conditions Sector:** The economic conditions of country i.e. value of investment in education, unemployment rate, inflation rate often effect school enrolment, but, school faces no problem in acquiring the required environment. The availability of education necessities to the students is also influenced by the economic conditions sector.
2. **Socio-Cultural Sector:** Socio-cultural sector is not turbulent. Almost if is same due to ideological and Islamic culture values in Pakistan. Dy. HM reported to the researcher that students absenteeism had increased to the impact of cable watching late at night. Western culture diffused through the mass media has also affected somewhat students ways of life. Similarly, emphasis on child-centered approaches has reduced the trend of corporal punishment in the school.

3. **Technology Sector:** Owing to high demand of IT subjects, the school has introduced computer subject from class six onward. However, latest A-V aids use is not visible in the school at large.

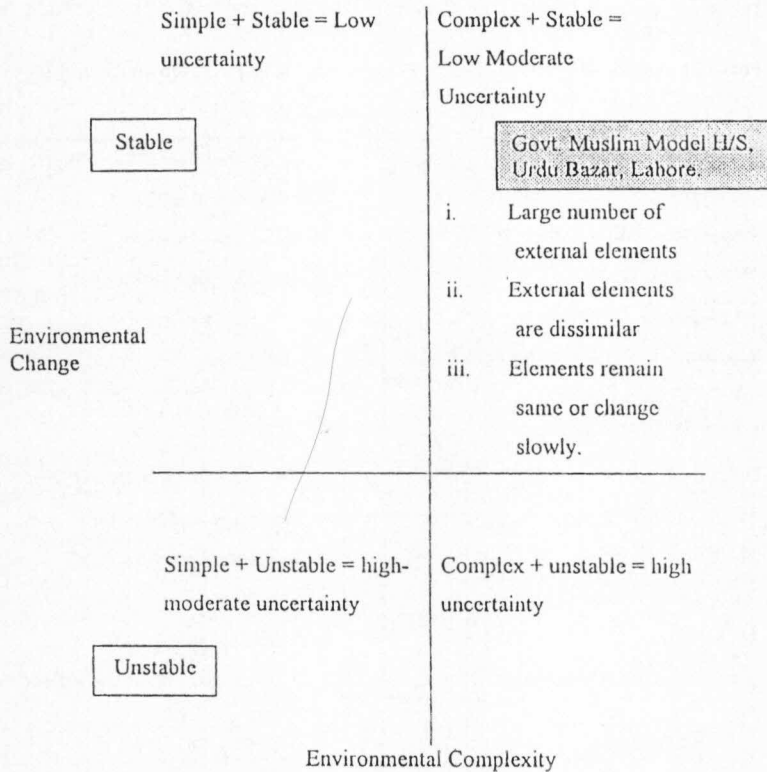
SCHOOL'S ENVIRONMENTAL COMPLEXITY

More dissimilarity in interacting factors

SCHOOL'S ENVIRONMENTAL CHANGE

Stability and slower change in the interacting factor

SCHOOL'S POSITION IN THE FRAMEWORK FOR ASSESSING ENVIRONMENTAL UNCERTAINTY:



ORGANIZATIONAL TECHNOLOGY: SERVICE

The school reflects the dimension of service technology.

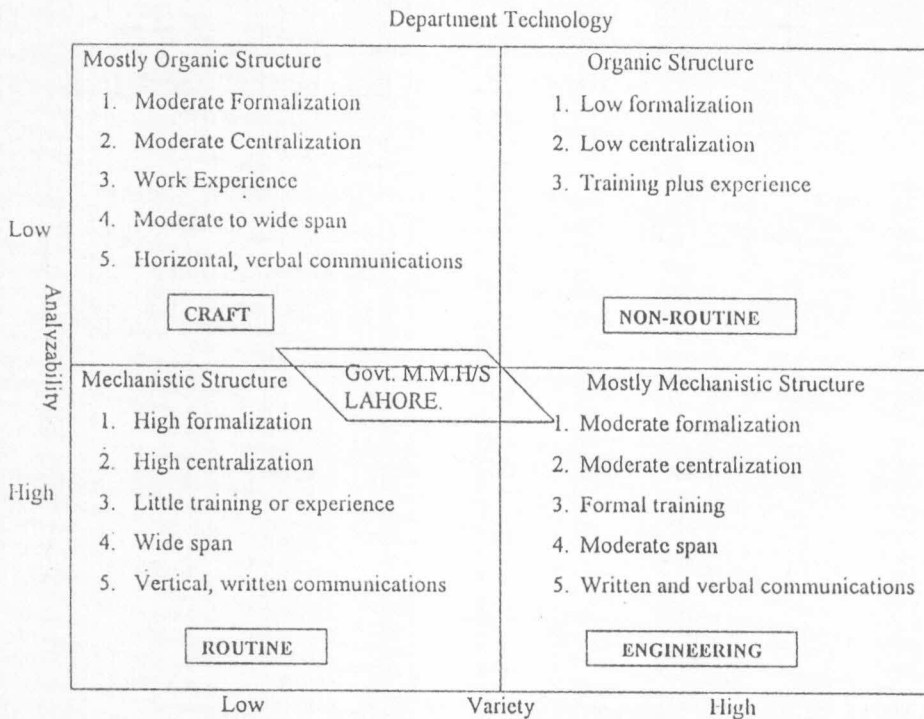
Because:

- i. Schools is meant for teaching, learning activities. Teaching is intangible/abstract; the teaching outcome is intangible.
- ii. Teaching requires direct involvement of the clients (students). Without students, this process does not start.
- iii. Teachers have acquired intensive knowledge in their subjects for teaching the students.

- iv. There is permanent interaction between teachers and the students.
- v. Human element is very necessary, particularly, for effective teaching.
- vi. Rapid response time is necessary. If students are not provided feedback whenever and wherever it is required, then, teaching will be a failure.
- vii. School's location is extremely important. For example, the headmaster told that due to jam-packed traffic round the GMMH/S, admission-rate to class VI: has undergone reduction. Because, parents are afraid of sending their younger children in high trafficking areas.

(All the above-mentioned points are the features of service technology)

Position of GMMH/S in Perrow's Framework of Departmental Technology:



RATIONALE FOR THE PROPOSED POSITION

- i. Evidence of more space occupied in routine technology is due to high formal structure, central hierarchy of the authority and wider span of the school. Moreover, 75% teachers replied in the questionnaire that their Head relied mostly on written and verbal communication. This technology pertains to high analyzability. In school, there is well defined curriculum,

complete scheme of studies, established procedures of time-table setting, test conducting, scoring, etc. Similarly, here variety is a low because almost all the teachers do the same job of teaching with no major variation in the mechanistic and formal structure of school.

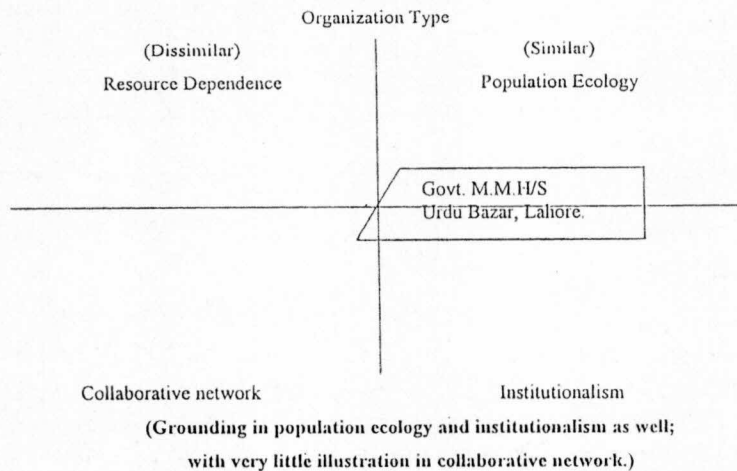
- ii. Next to the routine technology, the school has share in craft technology, because teachers tend to intuition, too, in their teaching on the basis of their previous experiences.
- iii. The school's little bit illustration in engineering technology is due to the fact that school's teachers also have a well developed body of knowledge and formal training like C.T, B.Ed., M.Ed. courses.

WORKFLOW INTERDEPENDENCE IN G.M.M.H/S: SEQUENTIAL RATIONALE:

- i. Each stage of production in the school uses as its inputs the production of the proceeding stage and produces inputs for the following stage i.e. Enrolment of class VI is successively used as input for the next classes.
- ii. There is one way flow of materials, here i.e. class six to ten onward, not in the reverted form.
- iii. The performance of one senior class depends on the quality product of preceding class from which it has got the input. If foundation class is poor it will affect the long-line quality upto matriculation.

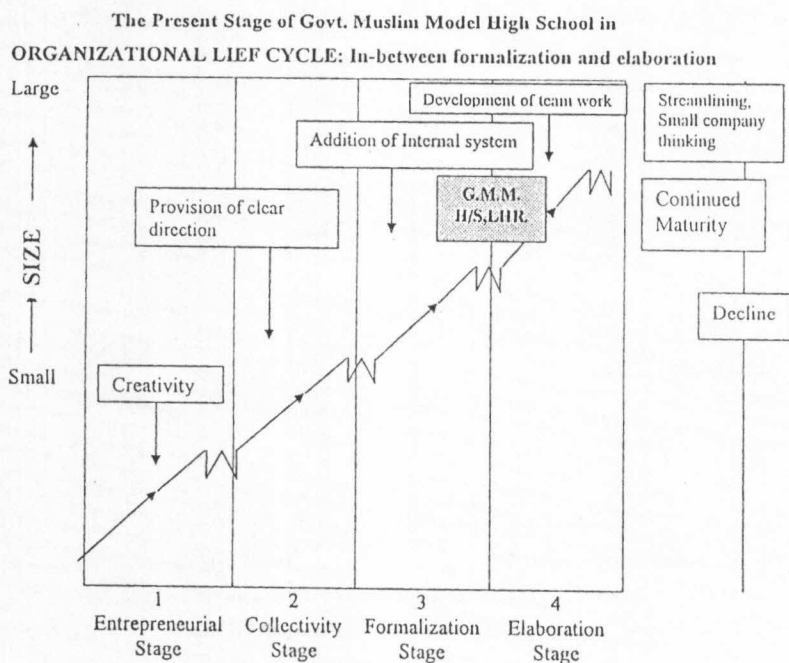
All these above-mentioned features pertain to sequential interdependence.

THE POSITION OF G.M.M.H/S IN THE INTER-ORGANIZATIONAL FRAMEWORK:



RATIONALE

- i. All secondary schools affiliated with BISE, LHE are its ecology. The students of all these schools take M/S and SSC Exam in the same syllabi approved by the Government of Pakistan. The relationship is competitive. The mission statement of this school is to provide comparatively better education to its students in Lahore city.
- ii. Resources are provided by the Govt. of Punjab. There is no resources dependence on other organization. The school faces no obstacle in acquiring required enrolment for every year.
- iii. Recently, the Govt. of Punjab has approved an alliance with an NGO for the start of inter-classes in the evening shift in the premises of same institution through a collaborative networking under CPP-Community participation project scheme. The collaboration between Muslim Educational Conference (Regd.) and the school authorities has been approved by the Government of Punjab, Education Department for running this project. It shows school's little tilting towards collaborative networking.
- iv. There is also reflection of institutional isomorphism. Because, being a public sector organization, the school looks similar in structure like other public sector schools. Therefore it has occupied some space in the quadrant of institutionalism, too.



RATIONALE

- i. It is a public sector organization. Its activities and operations are governed by set rules and regulations devised by the Govt. of Punjab (Formalization).
- ii. Ultimate control lies in the hand of senior Headmaster, however, he has delegated it to the lower staff upto reasonable extent i.e. Snr. H.H has formally authorized his Dy. HM for reporting the ACRs of all employees. (Formalization + Elaboration).
- iii. The organization is mature. It was established in 1890. More than one century has expired since its establishment. In 1890, it was set up as a Middle School. It was up graded to secondary level in 1947. Now, it is included in large organizations i.e., its size amounts to 93 employees, currently. (Formalization + Elaboration)
- iv. Organizational stature and reputation are dearer to its staff-members. According to its top management (interview Snr. HM, Dy. HM; 20th Feb, 2003), teachers of the school become ready even to lay down their lives for earning the reputation of the school. Since 1972 to the present year, school has remained continuously Board Champion in sports every year except only two years. Its teachers work overtime for the whole year to win merit positions for the school in M/S or SSC Exam. (Elaboration)
- v. There prevails impersonal control system in the school. According to the response of its teachers acquired in the Questionnaire, 94% teachers gave response for the Head teacher's impersonal supervising style and his priority to teacher's duties in contrast to human relations only. (Formalization + Elaboration)
- vi. With the implementation of formal control system, Senior HM has developed a team orientation for preventing further bureaucratization in the organization. For examples, six SSs have been delegated administrative duties. Similarly, panel of experts have been devised for academic supervision. So, the organization has added staff support groups for extensive control system. (Elaboration)

These all, above-mentioned features are salient traits of formalization and elaboration stage. The school is shifting towards elaboration stage.

CONCLUSION

1. Outcome value of the majority of organizational operative goals is product quality, efficiency, and maintenance.
2. As the environment of the organization is stable, so its mechanistic structure is appropriate for it.
3. Being a large organization, is more formalized. Since large organizations rely on rules, procedures to achieve the control across their large number of employees.

4. Among the personnel ratios of teaching staff categories, EST technical is the slowest among them.
5. Low-cost leadership and defender strategies are compatible with the structure and environment of the school in the light of organizational goals.
6. The task and general environment of the school is complex, dissimilar but relatively stable with low-moderate uncertainty.
7. Service technology is illustrative in the institution. The organization incorporates more routine departmental technology with sequential interdependence.
8. The school lies in population ecology bearing competitive relationship.
9. At present, school stands in between formalization and elaboration stage.

SUGGESTIONS

1. The senior Headmaster should try to evoke reasonable integration and greater horizontal coordination among its staff-members for achieving better results of sequential inter-dependence in the institution.
2. School management authorities should strive for inspiring better interaction between the teachers and the taught, because it is the demand of quality service technology.
3. The school embraces the perspective of institutional similarity in public sector inter organizational relationships. So there should be more focus upon teacher's common training and professionalism to seek more legitimacy from the environment.
4. Government should approve at least five posts of EST (Technical) and five posts of SST (Commerce) for the education of vocational and trade subjects in the school. Already, personnel staff ratio of EST (Tech) and SST (Commerce) is, respectively, 0.01 and Nil among different categories teaching staff sub-ratios. Furthermore, at least four posts for the teaching of computer science subject at Matriculation level should be approved. Because, BISE, LHR has included computer science subject in the secondary classes scheme of studies. There is high demand of technological education in the school environment, now-a-days.
5. The Govt. should enhance the annual budget grant for the maintenance and equipment of Govt. Muslim Model High School, Urdu Bazar, Lahore. Particularly, grants should be allocated for vocational and trade subjects being taught in the school. General environment is in high demand of such education. But, the condition of school's labs meant for the experiments and skills training was not satisfactory.

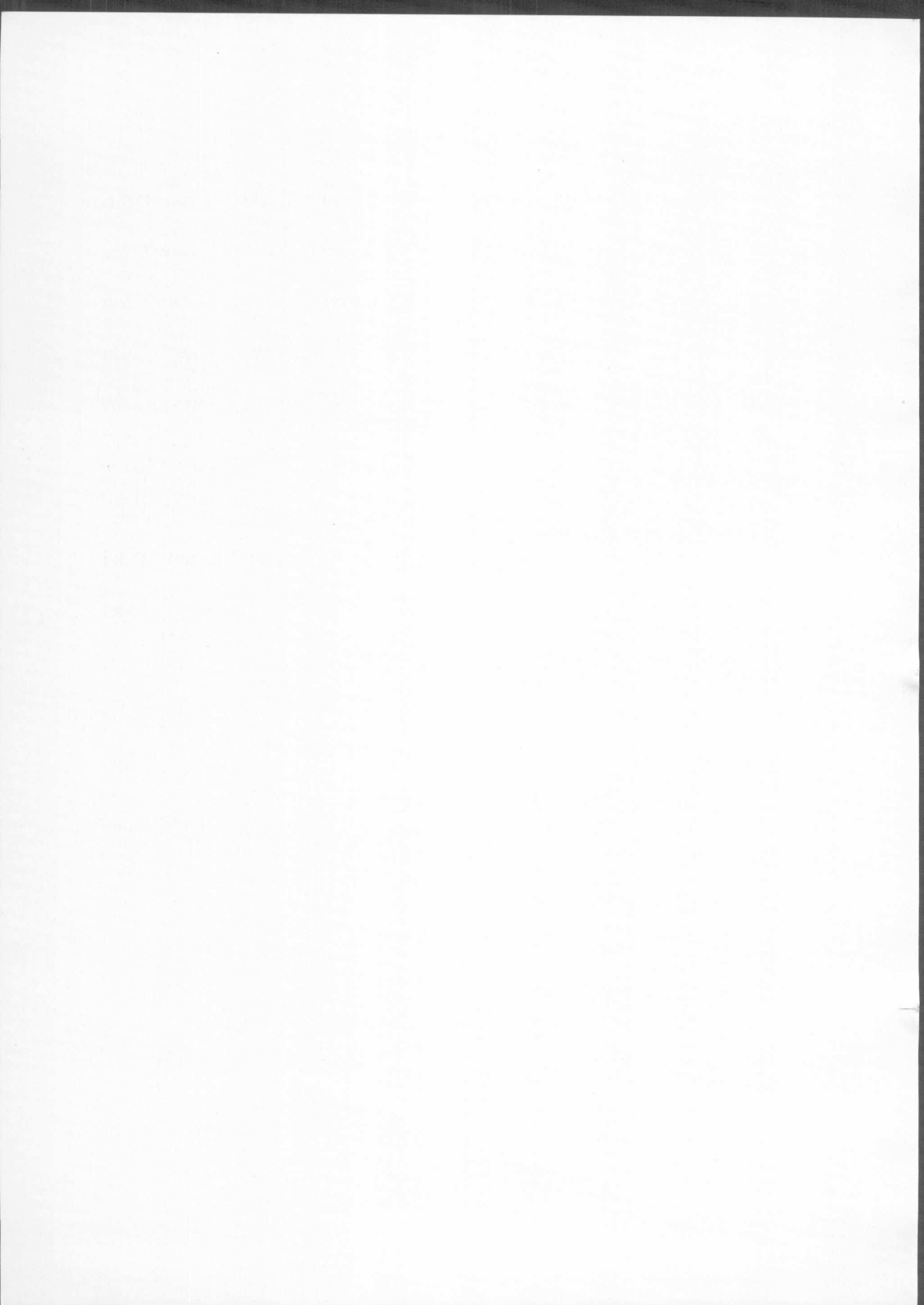
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2. Govt. Muslim Model High School. (2000). *Daily Students Attendance Diary*. Urdu Bazar, Lahore.
3. Govt. Muslim Model High School. (2000). *Teachers Time Table*. Urdu Bazar, Lahore.
4. Govt. Muslim Model High School. (2000). *Students Daily Diary*. Urdu Bazar, Lahore.
5. Govt. of Punjab, Education Department (2000). *School Census: Govt. Muslim High School (UB)*. Lahore: EMIS.

Instruments Used

1. Questionnaire furnished by 36 teachers of Govt. Muslim Model High School Urdu Bazar, Lahore.
2. Questionnaire filled in by 31 class-monitors (VI-X). Govt. Muslim Model High School Urdu Bazar, Lahore
3. Interview Senior Headmaster and Dy. Headmaster, Govt. Muslim Model High School Urdu Bazar, Lahore (Feb. 2002; Oct. 2002; Feb.; 2003).
4. Interview Staff-members Govt. Muslim Model High School Urdu Bazar, Lahore. (Feb. 2002; Oct. 2002)



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Allama Iqbal Open University
Islambad - Pakistan

BOOK REVIEW

THE SIGNIFICANCE OF NA'AT

Title: Na'at: Need and Scope in English Curriculum in Pakistan
Author: Saleem Ullah Jundran
Pages: 120
Publisher: National Book Foundation, Islamabad.
Price: Rs.90/-

About fourteen centuries ago that Almighty Allah, in His mercy, perfected the design of man and blessed this earth with the crown of His creation. It was on 12th Rabi-ul-Awwal, 571 A.D — a prestigious day of all days — that the Holy Prophet Muhammad (PBUH) was born in a noblest family of Mecca. He was not only the final Messenger of Divine Revelation, but he also set the lasting and inspiring example of a life of devotion and dedication. The dignified personality of the Holy Prophet (PBUH) has always influenced the followers of Islam. While obeying extensively the Prophet's instructions in day-to-day life, every Muslim does possess unbounded love for the Last Messenger of Allah (PBUH) and feels much pride in remembering the events of Prophet's life and achievements. This way of recognition is actually the way of paying rich tributes to the Prophet of Islam (PBUH). In literal term it is called *Milad Nama*.

Just like this remembrance of Prophet's life and his lofty deeds, there also exists a poetic terminology called as *Na'at*. It is a literary genre specialized for paying homage to the last Prophet of Islam (PBUH). Through this poetic doctrine, the poets use to express their heartfelt sentiments about Hazrat Muhammad (PBUH), and go in depth to describe his inspiring personality and remarkable influences. After reading *Na'at*, each and every Muslim sinks deeply in love and respect for the Holy Prophet (PBUH). Literally, this poetic genre inspires the followers of Islam to follow the teachings and traditions of the last Prophet (PBUH) as it ought to be. Thus, this genre turns to be a symbol of Islamic principle, which significance has had been recognized by all the religious scholars of Islam.

Keeping in view the importance of *Na'at*, the author has taken a solid stand to say that this poetic genre has full right to be included in English textbooks. According to the author's analysis, not a single *Na'at* could be found in the English textbooks of any class since ever introduced in this Islamic ideological state. He further goes on to put a question: "Why hasn't the attention paid towards it long ago?"

Since the inception of Islam, fourteen centuries ago, *Na'at* has had been recognized as the crown of poetry. It is an undeniable fact that wherever the Muslims are found in this world, and whichever language they use to speak, they have produced a variety of *Na'at*. For example, in Arabic, Persian, Turkish, Chinese, Urdu, Hindi, Bangla, Pushto, Blochi, Sindhi, Saraiki, Punjabi, Kashmiri, etc., etc., *Na'ats* of much high quality have been written. Even in English language, the poets have attempted most excellently to compose verses in praise of the Holy Prophet (PBUH). Through Mr. Jurdan's book, it comes to our knowledge that a number of poets have written *Na'at* in English language.

Thus, it becomes evident that this poetic genre does not seem to be unknown for English poets. As such, it looks much amazing that in the English curriculum this revered and respectful poetry has not been included. The learned author has given ample examples of such English *Na'ats* and requests these to be included in the English course books.

Dr. Mahmudur Rahman

BOOK REVIEW

TRIBUTES PAID TO THE TEACHERS

Title: Dunya Jin Sey Roshan Hai
Compiler: Dr. Nisar Ahmad Qureshi
Pages: 144
Publisher: Punjabi Adabi Sangat
662, Mohammad Nagar, Attock
Price: Rs.100

From time immemorial, the teachers have had played a pivotal role in making the new generation of any society most dynamic and too devotee to its duty. The pages of history reveal the fact that in moulding the character of eminent personalities of the world, the teacher's role cannot be set aside, and even ignored at all. It is right to say that if there were no Aristotle, Alexander the Great wouldn't have emerged as a world-famed conqueror. He had received excellent education from his tutor, Aristotle, who greatly influenced him and aroused in him the lust and liking of poetry to such an extent that this warrior always carried a copy of Homer's *Iliad* on all his campaigns.

Likewise, the great Greek philosopher Aristotle studied science and philosophy for not less than twenty years under the tutorship of Plato. It was during this period Aristotle produced a number of works.

Thus, it may be said that the teachers had always made vital and tangible contributions to the growth and advancement of their pupils. It was the glory of the Muslim society that the educational institutions were the pivot on which the entire social and cultural super-structure was rested. It was in these schools, colleges and universities that lasting foundations were laid for the building of character and the development of moral qualities. Then, the teachers never neglected their duty and obligations towards their students and never left everything to the educational institutions. Character formation and training of the youth and to get them polished and refined was the motto of the teachers. It was because of such lofty traditions that Hakim Sialkoti brought up the greatest Sufi saint Hazrat Mijaddid Alf-Sani; Maulvi Mir Hasan of Sialkot moulded up Allama Iqbal and Allama Shibli Nomani trained his disciple Maulana Sulaiman Nadvi.

Keeping in view the role, exhibited by renowned teachers in framing the feature and even future of their students, Prof. Dr. Nisar Ahmad Qureshi,

Chairman, Department of Urdu and Iqbal Studies, has compiled a book entitled *Dunya Jin Sey Roshn Hay*. Based on the major theme that "what we have acquired from our teachers", the contributors of different strata have highlighted the role their teachers have had played in moulding their characters and burning the lamp of zeal and enthusiasm in their inner hearts. All the pieces, piled up in this 144-page book, deserve to be read most intensively. These writings cast ample light on the role of teachers, who brought up luminaries, such as Dr. Mohammad Baqar, Mohan Singh Diwana, Ashfaq Ahmed, Mirza Adeb, Ghulam Rasul Azhar, Dr. Syed Altaf Hussain (Vice-Chancellor, AIOU), Prof. Jagan Nath Azad, Prof. Anwar Masood, etc, etc.

The scribe would suggest that this sort of presentation should be included in the course of educational institutions so as to give a guideline to both teachers and the taughts. Even this book deserves to be rendered into English.

Dr. Mahmuddur Rahman